

The DEAF *American*

THE NATIONAL MAGAZINE FOR ALL THE DEAF

Language of Signs
Classes at Upstate
Medical Center



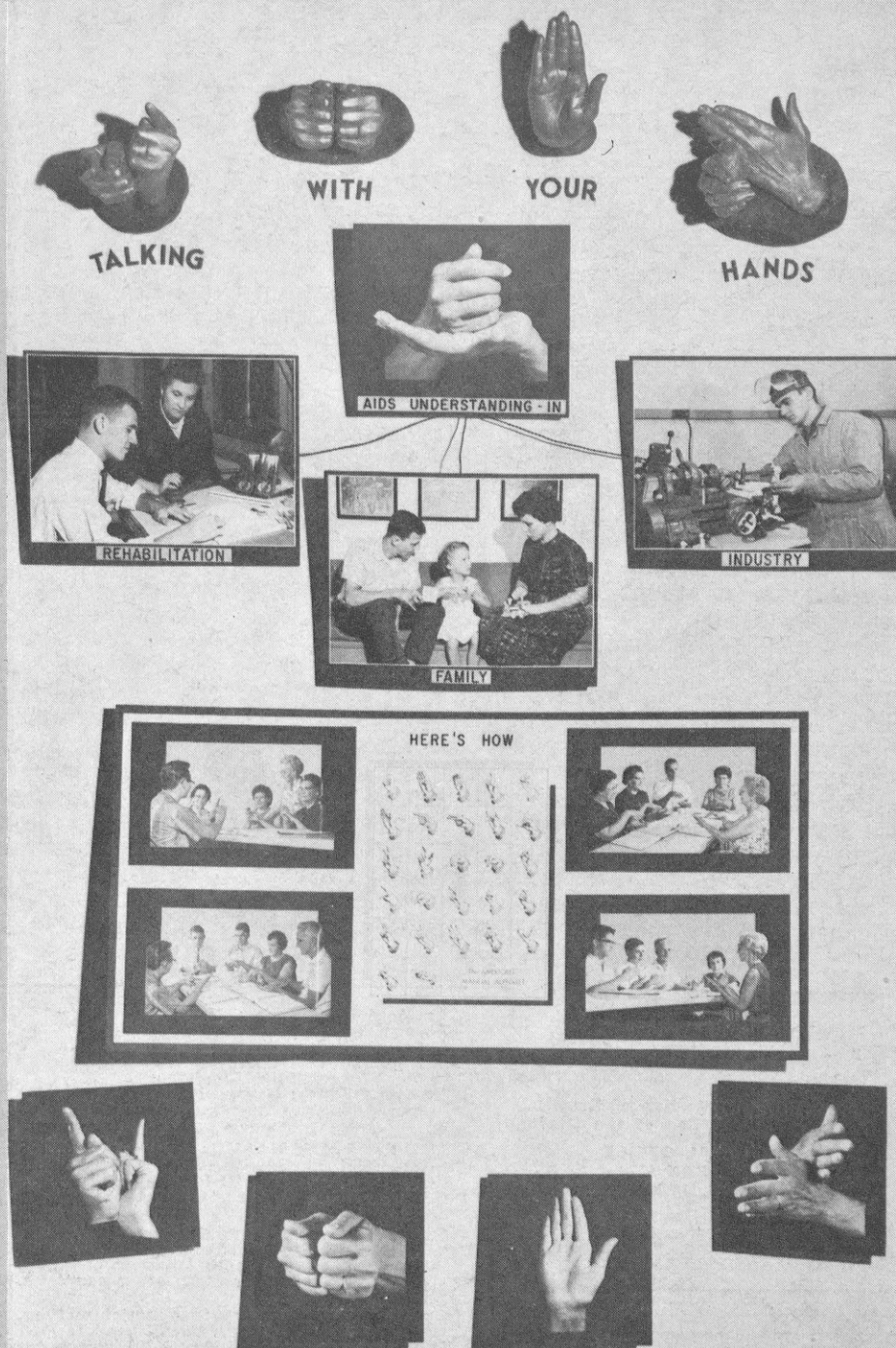
Alabama School



Current Problems
And Trends
In Education
Of the Deaf



1965
Prep Basketball
And Track



Empire State Exhibit . . . See Page 3

50c Per Copy

JANUARY, 1966

The Editor's Page

Facing the Issues

THE DEAF AMERICAN strives to print "professional" articles as well as "news" stories and features. We believe we offer a medium not elsewhere available for considerable material.

While we like to print "success" stories, we do not intend to become a "mutual admiration society" in which the outlook for the deaf is overwhelmingly rosy. The deaf have always had problems of a peculiar nature, have them now and will continue to have them. There are controversial issues—not to mention controversial personalities.

What we print is a mixture of facts, opinions and sometimes speculation. This is true of all publications of special interest groups.

From time to time we find it necessary to explain that columnists and others writing under their bylines are contributing viewpoints that some readers find objectionable for various reasons. In all fairness, we have a policy of offering space to objectors for rebuttal in the form of letters to the editor.

The Deaf and Self-Help

Nothing is more discouraging to well-meaning people (and that includes both the deaf and the hearing) when projects for the betterment of the deaf—educational, vocational, cultural and otherwise—fail or have limited success for lack of takers. Two notable examples which come to mind are adult education and rehabilitation programs which fold because enrollment is insufficient.

All sorts of reasons can be advanced for lack of success, most of which are valid when applied to a given locality and to a given project. The governing factor, however, is the limited number of "clients" or "students" within a geographical area. Apathy is something else.

Before any program is started—regardless of its potential and available personnel and funds—a careful survey should be made of the deaf population and probable participation. And the probable participation is something that only the deaf themselves are able to gauge. Leaders—deaf and hearing—please take note!

Invaluable lessons can also be gained by consideration of the results elsewhere along similar lines.

All of which brings us back to something we have been insisting upon all along—ADEQUATE PUBLICITY—before, during and after programs and projects.

National Technical Institute

No luck! For the past month we have been trying without success to obtain additional information about the planning for the National Technical Institute for the Deaf. It seems that the Advisory Committee has already had two meetings in Washington, D. C., and that at least five more will be held before recommendations are made. Nothing has been learned about the composition of the working staff and the manner in which its services are being made available to the Advisory Committee. It is highly possible that deaf persons will be asked to state their views, but as of now we know of only one individual who has been contacted (and he has yet to be called upon for advice).

Perhaps the changes in the Office of Education have slowed down developments. Perhaps all information is being withheld lest the deaf direct protests to higher ups in the Department of Health, Education, and Welfare—and to Congress itself. We are awaiting the next issue of another magazine to see whether its channels of communication are better than ours. If so, we will quote and give credit to the source.

TV Popularity Poll

Elsewhere in this issue is a coupon which readers are urged to fill out to indicate their preferences in TV programs, their favorite actors and actresses and the extent to which they watch news programs. For those who depend on lipreading, there is provision for listing the "easiest to lipread" actors and actresses.

After several months of running the coupon and tabulating the results, we hope to be able to come up with some conclusions and suggestions for the producers of network programs. This is especially true in the case of news telecasts.

The DEAF American

Official Publication of the
National Association of the Deaf

EDITORIAL OFFICE

P. O. BOX 622
INDIANAPOLIS, INDIANA 46206

Postmasters: Send Form 3579 to
National Association of the Deaf
2025 Eye Street, N. W., Suite 318
Washington, D. C. 20006

Volume 18, No. 5

January, 1966

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THE DEAF AMERICAN is published monthly except joint July-August issue. Office of publication: P. O. Box 622, Indianapolis, Indiana 46206. Second class postage paid at Indianapolis, Indiana.

Subscription rates: United States and possessions, the Philippine Islands, Canada, Spain, Mexico, Central and South American countries except Guianas, 1 year \$4.00; other countries, 1 year, \$5.00.

Correspondence relating to editorial matters, articles, and photographs should be addressed to JESS M. SMITH, P. O. Box 622, Indianapolis, Indiana 46206. Letters referring to subscriptions, advertising, change of address, etc., should be addressed to THE DEAF AMERICAN, 2025 Eye Street, N. W., Suite 318, Washington, D. C. 20006. Notification of change of address should reach the business office by the first of the month preceding publication. The advertising in THE DEAF AMERICAN does not necessarily reflect the editorial policy of the magazine.

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New York's Upstate Medical Center Trains Interpreters

She believes that poise and choosing synonyms are the major problems in teaching interpreting. "The interpreter is a technician. He must identify the literacy level of the audience and adapt the interpretation accordingly. He actually serves as a microphone for the speaker who is the star. As a technician, the interpreter is expected to keep up with the speaker," she explained.

In spite of her busy schedule, Mrs. Clere still does much interpreting herself. She was recently asked to interpret for a 21-year-old deaf patient in a psychiatric hospital. She did—as a volunteer—and within three months the girl was sufficiently improved to be released from the hospital. She points to the number of older deaf people who have been in psychiatric hospitals for years and years because of the lack of an interpreter for therapy. "Deaf people are entitled to psychiatric therapy just like everyone else," she said. "This is only one area where interpreters are desperately needed."

Intense in her dedication to the deaf, Marge Clere eventually hopes to recruit social workers, vocational rehabilitation counselors, doctors, nurses, teachers, etc., for the interpreters class. She envisions the development of a list of "trouble-shooters" for the Syracuse area—interpreters who would be available to facilitate communication between the deaf and employers, courts, vocational counselors, etc.

A member of the Registry of Interpreters for the Deaf, Mrs. Clere attended the Workshop on Interpreting for the Deaf at Ball State University, Muncie, Ind., in June 1964.

Last summer she prepared a large exhibit "Talking With Your Hands" for the Empire State Association for the Deaf Centennial Convention at which she was the official interpreter. Alan Ayres, a medical illustrator, volunteered to make models of her hands using dental plaster, illustrating various signs. Photographs for the exhibit were donated by Douglas Whitman, local medical photographer. The exhibit will be shown at meetings and seminars around the country.

Many of Mrs. Clere's hearing friends in childhood learned to talk with their hands so they could communicate with her parents. "It only takes a half hour to learn the alphabet," she said. "I even learned to talk to the deaf-blind on my hands. At night when I came home from a date, I would tiptoe into my parents' room and fingerspell into the palm of my mother's hand to tell her about the evening. We did this so we would not have to turn the light on and waken Dad."

Mrs. Clere's enthusiasm for helping the deaf is contagious. Her oldest boy, 25, is now studying education of the deaf in California and a daughter, 18, would like to be a speech therapist.



At the Centennial Convention of the Empire State Association of the Deaf, Mrs. Marjorie Clere explains her exhibit to Max Rubin of Brooklyn. The illustrations at the top are dental plaster models of Mrs. Clere's hands.

Mrs. Clere is an honorary member of Syracuse Civic Association of the Deaf, a branch of Empire State Association of the Deaf. She is also an official interpreter for the Vocational Rehabilitation, Education, Labor, and Special Service Committee of Empire State Association of the Deaf.

One of the very few classes in the United States to train interpreters for the language of signs is being taught at the State University of New York Upstate Medical Center in Syracuse, N. Y. The teacher, Mrs. Marjorie Clere, is a petite blonde who looks more like a fashion model than a "school marm."

An E.K.G. (electrocardiogram) technician at the local Veterans Administration Hospital, Mrs. Clere teaches an introductory class in the language of signs as well as an interpreters class for hearing persons.

As a daughter of deaf parents, her experience in interpreting the language of signs far surpasses most students of the subject. When she was a small child she learned to talk with her hands before she learned to speak; it was the natural way of communication in her parents'

home. Mrs. Clere has been serving as interpreter for the deaf since she was a young girl. She is keenly aware of the need for more interpreters but admits that it is much more difficult to learn to be an interpreter if you have been raised in a hearing family.

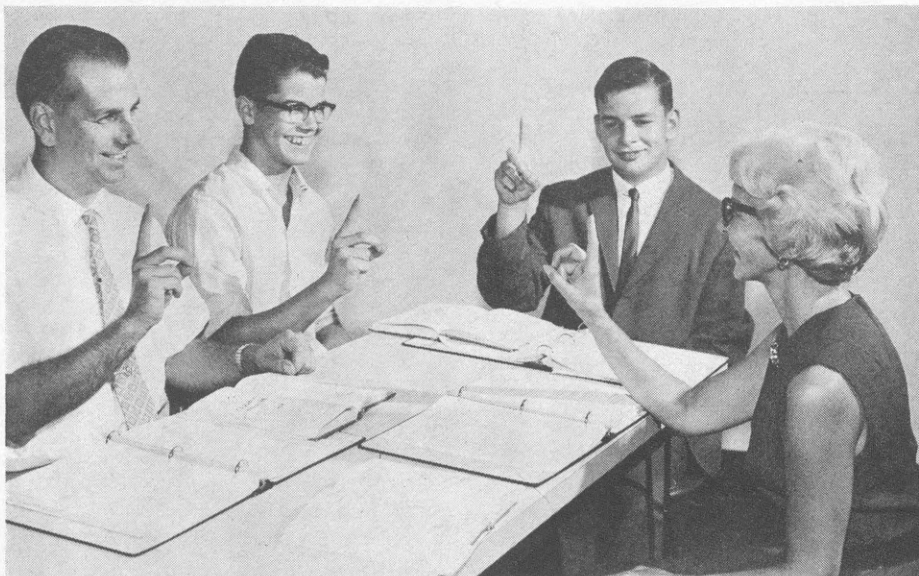
The Upstate Medical Center, a training center for teaching, research and patient care, is one of a handful of schools which offer formal instruction in the language of signs for speaking people. A nominal fee is charged and the courses are subsidized by a Public Health Service grant obtained through the Center's Communication Disorder Unit headed by Dr. Alan S. Feldman. Mrs. Clere serves as a consultant to the Unit.

Mrs. Clere began teaching the language of signs to beginners as a volunteer three years ago, after several parents of deaf children asked her to tutor them. Tutoring would have been impossible because there were too many people involved. Instead, it was decided to hold a weekly class in the evening for all interested parents. Initially conducted in the local Calvary Episcopal Church, the class for beginners moved to the Upstate Medical Center last year. The class was started this fall.

One of Mrs. Clere's first students was a mother of a deaf daughter, 23, and a deaf son, 27 years old. She had never enjoyed complete communication with her children and wanted to surprise them when they came home for vacation. "She was a good student," the instructor explained, "And is now in the interpreters class."

Our Cover Picture

The exhibit pictured on our cover was prepared for the Centennial Convention of the Empire State Association of the Deaf in Syracuse last September by Mrs. Marjorie Clere, who teaches classes in introduction to the language of signs and interpreting for the deaf at the Upstate Medical Center, Syracuse, N. Y.



Mrs. Marjorie Clere gets smiles from her students in a course in the language of signs as they practice the letter "d." The Upstate Medical Center in Syracuse, N. Y., where the course is being conducted is a giant complex for teaching, research and patient care.



CLASS IN SESSION—One of the classes in the language of signs and interpreting for the deaf at the Upstate Medical Center, Syracuse, N. Y., is shown during a practice period in conversational signs. Mrs. Marjorie Clere (standing in the center) is helping one of her students learn "some." Mrs. Avis Hinchey (standing at the left) and Robert Lazore (standing at the right) are assisting Mrs. Clere.

Being a mother of four herself, Mrs. Clere understands the feelings of children. She has observed that when parents of deaf children learn to say just a few words on their hands, "the kids light up like Christmas trees."

The language of signs is difficult to learn without putting forth a sincere effort for an extended period of time Mrs. Clere says. "Students without a strong motivation for learning manual communication seldom become really adept. Parents of the deaf and church workers make particularly good students."

The current beginners class includes a secretary interested in volunteering her time to help the deaf, a social worker, a church worker, a paraplegic girl who wishes to communicate with deaf patients at the hospital where she sometimes is herself a patient and a physician and his wife (a speech and hearing therapist).

At the beginning of the course, Mrs. Clere uses the films of fingerspelling, basic words and sentences, produced by the International Communications Foundation. She also utilizes movies made by Gallaudet College and is planning, with the aid of a local photographer, to develop additional training films. "I lend the films to students for home study between classes," she said. To facilitate the use of films for teaching, Mrs. Clere recently received a donation of \$200 from the 32nd Degree Masons of Central City Bodies ASSR, Syracuse, New York. The money was provided for the purchase of films and a projector.

Each lesson is carefully planned by Mrs. Clere and includes a list of words for which signs must be learned, along with practice sentences. Class begins with a review of the previous week's work. Students are asked to both sign

and fingerspell sentences. Towards the end of the 2½ hour class, the new lesson is introduced. The signs are demonstrated several times and each student receives individual help, if needed, in forming the signs correctly. A short test is given to the students at each session.

Mrs. Clere does not stress speed in the beginning. Her philosophy is that the most important things are form and clarity of letters while speed will come naturally with time. **Talk With Your Hands** by David O. Watson is used as the textbook.

"The beginners often lack confidence," she says. "Some of them are nervous when they get up in front of the class and they tire quickly." The relaxed atmosphere of Mrs. Clere's classes, however, helps put the students at ease. Her warm smile and enthusiasm are infectious.

Mrs. Clere teaches the interpreting class "by doing." She selects a passage from a magazine article and reviews the key words and phrases for the class. Choosing synonyms to best express the desired meaning is discussed and then one student reads orally while another interprets in the language of signs.

PLAN NOW TO ATTEND THE
ARIZONA ASSOCIATION OF
THE DEAF, INC.'s
Biennial Convention
AT TUCSON

September 2 and 3, 1966

* * *
More details later



DEAF CRAFTSMAN-TEACHER—Mayfield Allen of Aberdeen, Miss., a fine craftsman and skilled carpenter, instructs classes in woodworking at the Aberdeen-Prairie Vocational Trade School. He began work with the Gulf Ordnance Plant at Aberdeen in 1942 and remained there as the maintenance carpenter for nearly 20 years. Later he worked with a trades training institute for Mississippi State College, then with Machine Products Company and Carondelet Manufacturing Co. before assuming his present position. In teaching his classes, Allen uses a projector to show drawings and other procedures and relies heavily on visual aids. Mr. Allen and his wife, Elizabeth, have one daughter, Peggy, who has an excellent scholastic record at Aberdeen High School where she is now a senior.

Alabama School for the Deaf

By CATHERINE RISER, Principal



MANNING HALL—This structure is one of the original buildings of the Alabama Institute for Deaf and Blind built in 1850. It is now used as the administration building. The addition at the rear houses the kitchen, dining room and the girls vocational department.

The Alabama School for the Deaf at Talladega was a century old in 1958. In 1858 the first school for the deaf in Alabama was opened in Talladega. The school was started by Dr. Joseph Henry Johnson in the same building (now Manning Hall) where Dr. Johnson and his family were living. At that time the State of Alabama agreed to pay Dr. Johnson \$240 a year for each pupil. On January 20, 1860, the state legislature passed an ordinance establishing the Alabama Institution for the Deaf and Dumb. An appropriation of \$20,000 was made for the purchase or erection of a suitable building and \$5,000 for the maintenance of a shop to be used in connection with the school. Each pupil able to defray his own expenses was required to pay \$140 a year. The same building that was already being used was bought. The school was inaugurated as a state institution in charge of a Board of Commissioners appointed by the governor. The board elected Dr. Johnson principal. The school was officially named the Alabama Institution for the Deaf and Dumb. Pupils were not to be enrolled until they were eight years old.

When the property passed into the possession of the State of Alabama in 1860, there were only the main building (now Manning Hall) and a two-story frame structure used as a kitchen and a servants' room. The grounds were bare. Under the guidance of Dr. Johnson and with the help of the pupils and employees a beautiful campus was laid out. At the same time the school became a state institution, the board established a shoe and boot shop with the necessary tools and equipment. A shoe and bootmaker was employed. Farming and handicrafts were also taught.

In 1869, at the General Assembly the

name of the Institute was changed to the Alabama Institute for the Deaf and Blind. At that time a department for the blind was added. In 1877, the blind pupils were moved to their own campus. The name of the school was then changed by law to the Alabama Institute for the Deaf.

Dr. Joseph Henry Johnson did the pioneer work in organizing the school for the deaf. He was the inspiring spirit in its early history. He had prepared himself as a teacher of the deaf so that he might instruct a young deaf brother. He was also a practicing physician. At one time the finances of the school were so reduced that Dr. Johnson resumed the practice of medicine in order to help the financial situation of the Institution. He taught and administered the operations of the school until his death in 1893.

Dr. Joseph H. Johnson, Jr., son of the founder, was appointed as principal to fill the vacancy left by the death of his father. He served until his death in 1913.

Able men followed the founder and his son as administrators. Mr. F. H. Manning served from 1913 to 1929 at which time Dr. D. A. McNeil was appointed. He served until his death in 1933. Mr. D. Hardy Riddle served from 1933 until 1938 when he resigned to become probate judge in Talladega County. The position was filled by Dr. J. S. Ganey who remained as superintendent until 1946. His administration was during World War II and finances were at a low ebb at that time. Dr. H. G. Dowling was appointed as president of the Alabama Institute in 1946 and served until his death in 1948. His

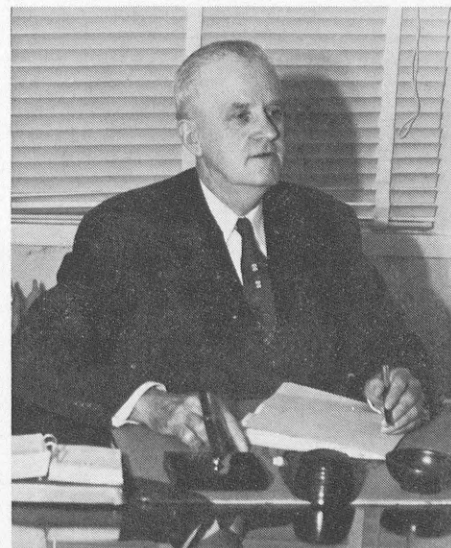
successor was Dr. J. E. Bryan who served from 1948 to 1955 at which time he resigned to go as a member of a special mission to the sightless of South Korea, sponsored by the American Foundation for Overseas Blind. Mr. E. A. McBride was appointed in 1955 as president and remained until his retirement in 1962.

Mr. E. H. Gentry has headed the Institute since 1962. He has succeeded in getting large increases in our appropriations. He has accomplished a great deal in improved understanding by the public. The work and the accomplishments of the school are better known today than ever before. A much needed library is almost completed. It will be air conditioned and well-equipped, and will meet a long-felt need.

The Alabama School for the Deaf is a residential school. It carries on a broad program. It is state-supported and is free to all residents of Alabama who are deaf and otherwise eligible to attend.

There are 12 major buildings on the campus. Manning Hall, which houses the administration offices, the girls vocational department, the bakery, a dining room and kitchen, was built in 1850. Ganey Hall, the older girls dormitory was constructed in 1942. Graves Hall, the primary building, was completed in 1923. Johnson Hall, the school building for the middle and upper schools, was completed in 1911. Dowling Hospital was built in 1936.

A three-million dollar bond issue was approved by the voters of Alabama in 1957. With this money five new dormitories (Taylor Hall, Henderson Hall, McDonald Hall, Thornton Hall, and Mary Leonard Hall), a combined vocational



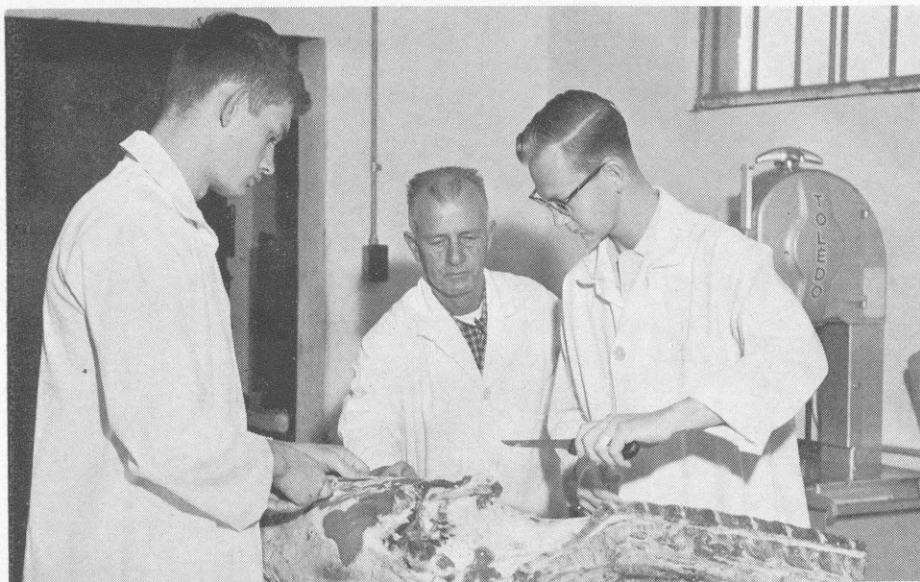
SCHOOL HEAD—E. W. Gentry, a native of Chilton County, is president of the Alabama Institute for Deaf and Blind. He holds bachelor's and master's degrees from Auburn University and was a teacher and principal in the public schools before serving as state supervisor of rehabilitation and crippled children's services and as assistant director of vocational education. His connection with the Institute began in 1954.

Schools for the Deaf

Roy K. Holcomb, Editor



The John A. McBride Memorial Building houses the boys vocational and physical education departments. A heated swimming pool is located between the two units.



The most recently established trade unit for boys at the Alabama School for the Deaf is meat cutting.



Boy Scouts of Troop 29 are raising the United States flag, a daily responsibility.

building and gymnasium, and an auditorium were constructed at the Alabama School.

The Federated Garden Clubs of Alabama have completed a project of planning and beautifying and dedicating a Memorial Garden which is a place of beauty on the campus. The whole campus is being beautified and is well-kept.

The Institute has an affiliation with the Alabama Medical College of Birmingham. This was initiated by Dr. H. G. Dowling. The available services have been enlarged to help with the care of the eyes, ears, and teeth of deaf children.

In 1964, the first preschool institute for new pupils and their parents was held at the Alabama School for the Deaf. The pupils were tested and evaluated by teachers, psychologists, audiologists, and by the school doctor. Counseling was given the parents. The second preschool institute was held in June 1965. Forty pupils and their parents were enrolled. The children were tested and evaluated by skilled staff members. It is felt that this has prepared the children for a better adjustment to school. The parents found the time was profitable and valuable for them.

The academic course of study covers about the same subjects as courses offered in other schools for the deaf. The average student requires 14 years to complete the requirements for graduation. A standard must be met for graduation academically and vocationally. The academic program has enabled many students to continue their education at Gallaudet College. The first oral class was begun in 1886. The primary children are taught orally. The years in the primary department are spent in building a foundation in speech, lipreading, language and reading. After the pupils leave the primary department, more time is devoted to academic subjects. We continue the oral method for those who can make progress orally. For those who have difficulty in an oral atmosphere, we use the simultaneous method. Group hearing aids are used in all classrooms where the pupils can profit from them. An effort is made to develop and use any useable hearing the pupils may have.

The Alabama School for the Deaf started its vocational classes in 1860 when instruction was given in shoemaking. The girls are offered courses in clothing and related arts, foods and related science, arts and crafts, commercial sewing, business practice and cosmetology. The boys are taught printing, linotyping, shoe repairing, baking, barbering, agriculture, woodworking, meat cutting, farm and home mechanics. The vocational instruction is geared generally to basic skills.

After school hours the pupils are always on the playground in good weather. They have directed play under the supervision of the physical education department. In inclement weather classes are held in the gymnasiums. Competitive games in football and basketball, and track meets are participated in with public schools and other schools for the deaf.



Girl Scouts of Troop 115 at Alabama School for the Deaf are shown participating in community service by helping local Christmas Seal campaign workers.

BOOK REVIEW:

VIBRANT SILENCE By Carolyn Lyon Remington

Mrs. Remington has done far more than produce a biography of her father and mother—Edmund Lyon and Carolyn Hamilton Talcott Lyon; she has provided intimate glimpses into the history of the Rochester School for the Deaf and its philosophies of education; she has paid a warmly deserved tribute to her great-aunt, Miss Harriet Hamilton, a beloved Rochester School teacher during its early days; she has woven Alexander Graham Bell and Helen Keller into the threadwork of her narrative running 337 pages.

VIBRANT SILENCE, amply illustrated and beautifully bound, is more a labor of love than a profit-inspired undertaking. The discovery of a tin trunk full of letters and other material was the inspiration for several years of research and writing which culminated in the publication of the book last month.

The first part of the book tells about the Lyon and Talcott families, the former in Rochester and the latter in Connecticut. Miss Harriet's connection with the Rochester School for the Deaf led to her niece's becoming a teacher. Young Edmund Lyon became interested in teaching the deaf and invented a phonetic alphabet which he hoped would simplify their acquisition of speech, hence his initial contacts with the Rochester School.

Just as young Carolyn Talcott was well along her career as a teacher in the Rochester School, romantic complications entered the picture. Professor Zenas Freeman Westervelt, head of the Rochester School, developed a close attachment to Miss Talcott, who had been drawn into the management of school affairs,

especially during the illness of Mrs. Westervelt. Aunt Harriet became alarmed. As a result, Miss Talcott was invited to England to visit relatives. It was about this time, too, that Edmund Lyon became an ardent suitor.

On her death bed, Mrs. Westervelt obtained Miss Talcott's promise to marry the professor and help carry on the work of the school. For three years the competition between Westervelt and Lyon for Miss Talcott's hand was more or less a standoff. Then Lyon conceded that she would keep her promise to marry Westervelt. In the end, however, she chose Lyon—who rose to prominence as an inventor and financier in Rochester, as well as a benefactor to the Rochester School.

It would take too much to summarize the other stories within the biography. Some belong to the Lyon and Talcott family histories; some are gems of local history. There is Aunt Harriet's tragic romance ending in the death of her fiancé three days before their wedding day. There is the muddled career of Miss Talcott's father, a Civil War officer. There are numerous visits with the Alexander Graham Bells at their summer home in Nova Scotia. There are bits of history about the Alexander Graham Bell Association and its founders.

No school for the deaf library or other collection on deafness and the deaf will be complete without the addition of this volume. Nobody except the daughter of Edmund and Carolyn Hamilton Talcott Lyon could have written such a biography—one so warm and frank.—JMS

(Note: The Home Office of the National Association of the Deaf, 2025 Eye Street, N. W., Suite 318, Washington, D. C. 20006, has arranged to fill orders for VIBRANT SILENCE at the list price of \$3.95. Checks or money orders should be made payable to the National Association of the Deaf.)

JANUARY, 1966

1966 Leadership Program Has 15 Participants

San Fernando Valley State College at Northridge, Calif., has 15 participants in its 1966 Leadership Training Program in the Area of the Deaf. The program, under the direction of Dr. Ray L. Jones, is now in its fifth year.

Persons selected for the program must hold a baccalaureate degree and have appropriate credentials or professional training and a minimum of three years of work in programs for the deaf. They must be recommended by administrators under whom they have worked.

Participants enrolled in the fifth program beginning the first of this month, with their most recent positions:

Mrs. Celeste Baer, teacher, Covina Valley Unified School District, Pomona, Calif.

Herbert W. Barkuloo, Jr., vocational supervisor, Oregon School for the Deaf, Salem.

Henry O. Bjorlie, assistant principal, New Mexico School for the Deaf, Santa Fe.

Henry W. Brelje, Jr., teacher, Washington School for the Deaf, Vancouver.

Raymond Butler, vocational principal, North Carolina School for the Deaf, Morganton.

Jerome Freeman, supervising teacher, upper schools, Louisiana School for the Deaf, Baton Rouge.

Timothy Jaech, teacher, Minnesota School for the Deaf, Faribault.

Mrs. Shirley M. Maize, teacher, Mary E. Bennett School, Los Angeles City Schools.

Harry J. Murphy, Jr., teacher, Pennsylvania School for the Deaf, Philadelphia.

George Propp, teacher, Nebraska School for the Deaf, Omaha.

Mrs. Dorothy Shiflett, teacher, Brookhurst Jr. High School, Anaheim, Calif.

Mrs. Mary E. Smith, teacher, Diamond Head School for the Deaf, Honolulu, Hawaii.

Ralph H. White, teacher, Texas School for the Deaf, Austin.

Leonard G. Zwick, guidance counselor, Rochester School for the Deaf, Rochester, N. Y.

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Current Problems And Trends In Education Of The Deaf*

By WILLIAM J. McCLURE

President, Council on Education of the Deaf, Superintendent, Indiana School for the Deaf

The tremendous emphasis on education everywhere from preschool through college and graduate levels is having its effect on education of the deaf. Federal funds are available to assist educators of the deaf in upgrading their programs in many different ways: for the recruitment and training of teachers, for the provision of more adequate and versatile audio-visual material and equipment, for upgrading prevocational programs, for research and for the establishment of a new technical and vocational institute at the post high school level. There are funds to bring together educators of the deaf themselves and educators with members of other groups which work closely with the deaf to discuss mutual problems and to interact in ways that will improve services to the deaf.

Because of the interest educators of the deaf have in knowing the status of their profession Congress, in 1964, instructed the Secretary of Health, Education, and Welfare to appoint a committee to study education of the deaf including Gallaudet College. This study has offered a great deal of food for thought. While committee membership did not include many educators of the deaf and specifically excluded those from residential schools which enroll the largest number of deaf pupils, educators are studying carefully the report and suggestions of this committee. The report opens with the following statement:

"The American people have no reason to be satisfied with their limited success in educating deaf children. Less than half of the deaf needing specialized pre-school instruction are receiving it. The average graduate of a public residential school for the deaf—the closest we have to generally available high schools for the deaf—has an eighth grade education."

As we will see later this "average" graduate does not represent the students who leave without a diploma.

The report goes on to say:

"This unsatisfactory state of education of the deaf cannot be attributed to any lack of dedication of those who teach and work with the deaf. The basic explanation lies in our failure to launch an aggressive assault on some of the basic problems of language learning . . . and in our failure to develop more systematic and adequate programs for educating the deaf at all levels."

This increasing interest in education and the possibility of assistance which has been lacking in our field have caused educators of the deaf to examine more closely the actual results achieved in the past and to estimate what is possible with this new found assistance. What they have found is not entirely encouraging. The greater number of deaf children still have serious language deficiencies. Communica-

tion with the general public is often difficult for the deaf either by speech and lip-reading or with pencil and paper. The reading ability and the general school achievement of the **average** deaf child is distressingly low, however proud we may be of the accomplishments of the small percentage to which we point with such pride.

The changing population has created problems in schools for the deaf. Forty years ago two-fifths of our pupils had acquired language and communication ability before becoming deaf. There is much less adventitious deafness now. Cases which do occur usually remain in the public schools, often in special classes for the hard of hearing, as they should. This leaves schools for the deaf with a much different type of pupil to serve. Now 87 or 88% of the children in most schools for the deaf are congenitally deaf or lost their hearing before language patterns were established. The great majority of schools for the deaf are continuing to use the traditional methods of communication for instruction, speech, lipreading, and auditory training, with a population for which this type of communication is most difficult. The adventitiously deaf and the hard of hearing respond much better to this approach. An increasing number of educators and more schools for the deaf are reevaluating their approach to instruction of the child who has little residual hearing and no auditorially established patterns of language. Educators are also examining the average achievement level of all students leaving schools for the deaf, not just the academically successful. They are becoming more and more aware of a desperate need for some way to boost achievement levels by several grades.

The two most serious problems confronting almost every school for the deaf today are: (1) The multiply handicapped deaf child who is facing us in ever greater numbers. What do we do with him? and (2) The problem of higher achievement for the deaf child of average or superior ability? What do we do to raise the achievement level of this child to enable him to keep pace with accelerated Sputnik-inspired, educational progress in the public school? How do we make possible a high school education for increasing numbers of deaf children? A lesser problem but still a problem is how do we utilize most effectively the Federal programs only recently established: the Teacher Recruitment and Training Program, the Program of Captioned Films for the Deaf, the many NDEA programs, the many services available through Vocational Rehabilitation?

* A talk given at the Combined Convention, California Association of Parents of Deaf and Hard of Hearing Children, California Association of Teachers of Deaf and Hard of Hearing Children, California Association of the Deaf, International Hotel, Los Angeles, Calif., Nov. 6, 1965.

The problems presented by the multiply handicapped deaf child have been discussed by educators of the deaf with increasing concern for the past 10 or 15 years. As medical science saves more and more children, they survive with greater handicaps. Perhaps you in California with your three or more programs for the multiply handicapped or emotionally disturbed deaf child have solved this problem better than others. Still I understand plans for a large facility for the multiply handicapped have been deferred and not because the numbers are lacking.

Deafness coupled with mental retardation, emotional disturbance, or other handicap, present problems which educators of the deaf alone have been unable to solve. Very few adequate programs have been developed. Increasing attention to the problem by educators of the deaf and closer association with those skilled in the handling of the accompanying handicaps may point the way toward improvement.

Since August 1962 we have screened 370 children for possible admission to the Indiana School: 263 (71%) were accepted for admission, 31 (8%) had too much hearing for us and were referred to public schools or to speech and hearing centers, and 3 (1%) were referred to local programs for deaf children. Of the remaining 73 (20%) who were refused admission, 53 (14%) were mentally retarded, 13 (4%) had mixed behavioral, physical or emotional symptoms and 7 (2%) were deferred awaiting additional maturity and further evaluation because of atypical conditions. Approximately one-fifth of our applicants in the past three years have been rejected because they presented problems which cannot be successfully managed in an educational environment such as ours. In addition to the 73 who were refused admission, we have admitted on a trial basis and then dismissed 28 other children who were unsuited for our program because of learning or behavioral problems, these often resulting from emotional conflicts.

There is, of course, considerable discussion as to what should be done with this type of child. The parents in many instances see only the deafness and are resentful because the school for the deaf has no program for their children. Officials in the area of mental health feel that many of these children are superior to the child they are accustomed to handling. Furthermore, they feel they do not have the necessary experience with deafness. Some of the day classes feel that they should not be called on to handle the slow learning or emotionally disturbed deaf child. We feel the residential school is not equipped to handle these children and feel that parents in many instances can more successfully manage the out-of-school hours of their children

on a one-to-one ratio or a two-to-one ratio than can a residential school for the deaf where houseparents deal with much larger groups and where one atypical child can keep the entire group in turmoil.

We had one conference on this problem in April 1964 involving personnel from our school, the State Board of Health, and the State Department of Mental Health. There is to be another conference including those mentioned above and also representatives from the State Department of Public Instruction, the Department of Special Education, and possibly others. A proper solution will be difficult to come by. This problem has been discussed at meetings of the Conference of Executives of American Schools for the Deaf over the past several years and even this group has been unable to come up with a plan or suggestions which seem feasible and acceptable to all.

As an experiment during the 1962-63 school year the Indiana School established three rotating classes for 8-11-year-old multiply handicapped youngsters. There were three teachers for the 15 children. One was a trained teacher of the deaf, one a teacher of the mentally retarded, and one a speech and hearing therapist. The problems and pressures were terrific. At the end of the year all three teachers resigned. They gave various reasons but none wanted to face such an assignment again. Our first responsibility is the education of the uncomplicated deaf child. With teachers as difficult to secure as they are, it is not likely that we will attempt this experiment again in the near future.

I doubt if any other field of special education has been so filled with emotional conflicts and personal opinions as has education of the deaf. Regardless of our philosophy of educating deaf children, we all like to point to our outstanding successes. Perhaps we have become so accustomed to pointing to the most successful that we fail to identify the problems of the much larger group or to comprehend the very limited achievement of the **average** school leaver. We think of the deaf person who goes to college, the one who gets his Ph.D., the one who speaks and reads lips so that "no one knows he is deaf," and we fail to take into account the greater number who have only limited success with communication other than manual or with achievement above the third or fourth grade level.

We need more high school programs for deaf youngsters. However, bona fide high school programs are a virtual impossibility with the present level of achievement for so many deaf children. Only the largest schools can attempt them. High school programs are limited because the handicap of deafness, the language difficulties and the slow rate of progress make it virtually impossible for many deaf children to reach high school level within the age limits served by schools for the deaf.

Two gentlemen present at this meeting, Dr. Marshall S. Hester, former superintendent of the New Mexico School for the

Deaf, now with Captioned Films for the Deaf, and Dr. E. B. Boatner, superintendent of the American School, in Connecticut, have done a great deal to help us understand this problem of achievement. While educators of the deaf are not surprised at their findings, the low academic attainment of the average child leaving schools for the deaf of all types in 1962 and in 1964 cannot help but shock us.

In preparation for his paper on Manual Communication given at the International Congress on Education of the Deaf in 1963, Dr. Hester made a survey of achievement test scores of 1104 pupils, age 16 and up, who left schools for the deaf during the 1961-62 school year. These were from 55 residential and 9 day schools or classes in the United States. There were 501 graduates and 603 non-graduates, age 16 or older, in 1962. Remember, graduates does not mean graduates of a high school but of the program offered in a school for the deaf, often terminating at the 8th, 9th, or 10th grade level. As measured on achievement tests, the 501 graduates ranged from 3.1 to 12.8 grade level. The median was 8.1, the mean was 7.9. The 603 non-graduates had a grade range of .9 to 10.5. The median for this group was 4.7 as was the mean. In other words, the average student completing his education in our system of elementary and secondary schools for the deaf in 1962 had an achievement level somewhere between 6th and 7th grade. **Half** of all deaf students leaving school would rank below this level.

In October 1964, Dr. Boatner made a similar survey of 16-year-old school leavers. He included all of the 67 public residential schools, the 15 day schools, and 17 denominational and private schools. He received replies from 88 schools representing 93% of the enrollment in all special programs for the deaf in the United States. They reported 1,277 leavers. There were 1,145 leavers from residential schools; of these, 449 received academic diplomas with a Stanford average of 8.2. Three hundred thirty-eight received vocational certificates with a Stanford average of 5.3, and attendance certificates were given to 150. Two hundred and eight left school without any type of certificate. From the day schools and denominational and private schools there were 132 leavers; of these 81 received academic diplomas with a Stanford average of 7.3. Vocational certificates were given to 14 with an average of 5.0 and 37 left with only attendance certificates or no certificates at all. Of the 1,277 leavers reported by the 88 schools, only 70 attained a 10th grade Stanford test average or better. Sixty-five of these were from residential schools, 5 from private schools. None was reported from the day schools. No figures were given on the 297 day classes for the deaf. They rarely retain pupils to the age of 16.

The North Carolina School recently completed a study involving 26 residential schools for the deaf and found that the average grade equivalent for the 728 stu-

dents making up the **top** 10% of the student body in each school was 7.7. These same students averaged 6.6 in reading comprehension and 81% of all students in this group of 728 scored within one grade level of this average 6.6 in reading. This is indeed discouraging when we note that 90% of these students had I.Q.'s that were average or well above.

On the basis of the North Carolina study, the principal, Mr. David Denton, concluded that the average deaf child across the country is advancing approximately only two grade levels between his 12th and 18th birthdays. The data seemed to indicate that academic growth is much more rapid below the age of 12. To raise this achievement level substantially, increased attention must be directed to the child below 12 during the years the child's language foundation is being established. If the child has not built an adequate foundation and developed adequate language patterns by this time it may be too late.

The Indiana School for the Deaf recently made a similar survey of students completing our program from 1954 to date. Disregarding dropouts, there were 337 pupils. Dividing these into two groups, 165 or 49% received academic diplomas with an average achievement test score of 8.3. During the same period there were 172 certificate students with an average achievement test score of 4.6. The average for the entire group of 337 was 6.4, a rather embarrassing figure but quite in keeping with the national surveys.

How can this be true when most schools have more professionally trained staff members, smaller classes and better physical facilities? Our feeling is that public school programs are being accelerated so much that even though the deaf child is better prepared than he was some years ago, he is hardly holding his own with children in the public schools. There is also the changing school population.

One of the factors which we seem to forget is the effect of deafness on the communication ability of the child and the resultant retardation in rate of learning. More research is needed to determine all of the factors involved in this. How does the loss of incidental learning from hearing conversations about him affect the deaf child? How does the absence of or limited benefit of radio and TV affect him? The loss of rapid and facile communication with his peers? I wish we could get away from thinking of deafness as a physical handicap and think of it principally in terms of how it affects communication and education.

Sometime ago several of us were discussing educational problems in our teachers lounge. One of our deaf teachers thought deaf children are now even more retarded in comparison with hearing children than they were when she was growing up. She felt this was so because hearing children are now exposed to the radio and particularly to TV during almost all of their waking hours. They pick up a great deal of language and incidental information from these sources which are not available to the deaf child.

Some years ago hearing children had only the stimulation of actual conversation and communication with the adults who were around them. Their experiences have been broadened while those of the deaf child have remained static. It is possible that the deaf child receives even less stimulation at home than formerly because his parents and siblings may be so engrossed in TV or the radio they do not take the time to communicate with the one who is deaf. I am aware of the attitude of your state superintendent of schools, Mr. Rafferty, toward TV but I am talking about language exposure for the deaf child not the merits of TV.

Our hearing children or grandchildren, two or three years old, would often rather watch the television commercials than the regular programs. They can virtually read the oft-repeated commercials. They recognize the brand names of cigarettes, soaps, and other products. Where does the deaf child get a similar experience?

How can larger numbers of deaf children be better prepared for suitable employment? How can we enable more deaf students to complete a high school education? How can we prepare them for further education? Gallaudet College is expanding its enrollment. Since 1945 the student body has more than quadrupled. The surveys mentioned previously show that schools for the deaf are not producing many students of college caliber. Where are the qualified students coming from? If they are coming from public schools in greater numbers, are they hard of hearing or deaf? If communication problems did not prevent them from going through elementary and secondary public school programs, is it necessary for them to go to a college for the deaf? Several places have established programs for deaf students at the junior college level. Riverside Junior College here in California has such a program. These are mostly in cooperation with existing junior colleges for hearing students. Interpreters are usually provided to assist the deaf student to compete with his hearing classmates. In some instances the deaf are in special classes—especially for English courses. These programs are too recent to have real evidence of their success over a period of time, but their existence seems to presuppose a higher achievement level than we often find.

The Federal government has just passed legislation and appropriated funds to establish a national technical and vocational institute for the deaf. This development is looked to with considerable hope and enthusiasm by all of us. Many graduates of schools for the deaf do not have the language ability or the general achievement level to succeed in a liberal arts program such as that offered at Gallaudet College. However, they have the innate intelligence, skill, and ambition to master many of the technical skills and competencies required for employment in modern industry and for which preparation is necessary at the post secondary level. Still the low achiever and the language deficient deaf student will have

difficulty in this new vocational and technical institute.

In the 150 years since the first school for the deaf was established in the United States methods of communication used in instruction have ranged from manual, based primarily on the language of signs, to the combined and to the oral. With the development of powerful hearing aids, there was a short time in the late 1940s and early 50s when advocates of the acoustic method felt increased amplification should meet the communication needs of every deaf child. There have been times when to advocate other than a pure speech, lipreading, acoustic approach amounted to almost professional suicide for an educator of the deaf—so strong was the publicity, and the public and parental desire to make all deaf children “oral.” Few were courageous enough to speak their convictions.

Some educators are speaking up more forcefully of late. Perhaps the climate is more appropriate. The evidence of need for educational improvement demands a courageous new look. If we stand still attempting to do a better job with only the tools and methods we have used in the past, we will retrogress. We have had skilled teachers in the past, a variety of methods over the years, but we can see how limited our successes have been.

My talk has undoubtedly seemed pessimistic and discouraging thus far. I feel it is necessary for us to be aware of our failures and deficiencies before we can plan for a more successful future. There are many indications that the problems are being looked at more realistically. Educators of the deaf are considering with more courage possible changes in traditional methods. Funds are available to help upgrade programs in so many new ways. Educators are joining together and joining with other groups as never before to attack together the problems of deafness. As they do, there will be an increasing understanding and a resultant progress.

Something drastic must be done to upgrade the educational achievement of deaf students. Earlier and increased language experience is one of the most important keys to the problem. There have been a number of studies recently which point out the advantages of early communication with the deaf child. One of these by Dr. Jack W. Birch and Dr. E. Ross Stuckless of the University of Pittsburgh investigated the relationship between early manual communication and later achievement of the deaf. In this study a group of deaf children who had learned to communicate with their deaf parents manually from infancy was compared on several variables with a group which had not learned a system of manual communication before entering school. This study found that the children who had learned to communicate manually from infancy were superior in lipreading, reading, and written language. There was a tendency toward higher scores for this group on the scale of psycho-social adjustment and no differ-

ence was found between the two groups in the intelligibility of speech. Certainly this study has educational implications for deaf children. We do not want manual communication to become an objective—nor do we want to lean upon it unnecessarily—but we do want to profit from the study; **early communication is the key.** We need an improved method of communication which will **discourage** the use of signs and gestures, **aid** in language development, and **promote** achievement—one which will do this without resulting in poorer speech or lipreading ability. Such a method should have the support of all educators of the deaf and of parents of deaf children.

Belief in traditional methods and emotional involvement make it difficult for many parents and teachers alike to consider any change. But the growing evidence of need for vast improvement is leading many educators and a number of schools to investigate the advisability of supplementing speech, lipreading, and auditory training with fingerspelling. Perhaps this will be the grounds on which teachers who believe only in oral methods of communication, those who believe in a combined system, and parents can meet in agreement. Many believe this will be the “accepted method” of the future. One of the chief difficulties will be in finding teachers skilled in the proper use of fingerspelling in conjunction with other methods of communication. Our teacher training centers do not include fingerspelling in their curricula at present.

At the Indiana School we have several deaf children from deaf families where fingerspelling is the means of communication within the home. Our teachers have been amazed at the ease and rapidity with which these children make the transition from the reading of fingerspelling to the reading of primers. A recent issue of the **California News** described a study, by former Superintendent Dr. E. A. Stevenson, of college attendance by deaf children of deaf parents and by deaf children of hearing parents. The deaf children of deaf parents had an overwhelming superiority in this measure of academic achievement.

Another study which is being watched with great interest by educators of the deaf is that by the Institute for Research on Exceptional Children at the University of Illinois. This is a five-year study of the use of fingerspelling with very young deaf children to see what the effects will be in the development of language ability, speech, lipreading, and general achievement. The study involves children in 12 schools for the deaf and is now only in its second year of operation. On measures made thus far, there is no indication that the schools using mostly fingerspelling achieve any better results than their comparison schools when fingerspelling is begun at the fairly late age of 11 or above. When fingerspelling is begun before the age of 6, there are indications that the children achieve better on certain language measures and in educational achievement. These findings must, of course, be considered very tenta-

tive in view of the short time the project has been in operation and the age of the participants.

Fingerspelling as we use it today is not a method of instruction. It does not supplant anything that has been used in the oral instruction of deaf children. It gives the deaf child completely visual cues for that which is not visible. The purpose is to add another and improved avenue of language reception to the deaf child's abilities. It should never be used except in coordination with speech and lipreading. It has much to recommend it over lipreading alone when used with the very young deaf child who is just beginning to acquire language. It should be as acceptable to advocates of pure oral instruction as writing on the blackboard. Dr. Alexander Graham Bell's attitude toward oral instruction is well known. We sometimes forget his attitude toward fingerspelling. On page 37 of the January 1923 *Volta Review*, Mr. Fred DeLand quotes Dr. Bell, "Spoken language I would have used by the pupil from the commencement of his education to the end of it but spoken language I would not have as a means of communication with the pupil in the earliest stages of education because it is not clear to the eye and requires a knowledge of language to unravel the ambiguities. In that case I would have the teacher use written language and I do not think that the manual language (fingerspelling) differs from written language excepting in this that it is better and more expeditious."

The Indiana School is participating with the Institute for Research on Exceptional Children in this fingerspelling project. Two classes were commenced in the fall of 1964; one additional class was added in 1965. The superintendent talked personally with the families of all 4-and 5-year-old children who were first enrolled in these years to obtain parental consent to consider their children for these classes, and to explain the project so there would be no misunderstanding among the parents of our children. You will be surprised to know that of the more than 85 families with whom this project was discussed, only one requested that their child not be considered for the fingerspelling classes. The child in this case had a great deal of residual hearing and was quite fluent in oral communication ability. The parents with children in these classes seem quite satisfied with the program. A number of parents whose children were not selected for the experimental fingerspelling classes have requested that their children be transferred to these if possible. To give the children every opportunity to acquire early language through fingerspelling in addition to the other approaches, classes in fingerspelling were established for parents of the children in these experimental classes.

Many of our parents realize their children will throughout life be more or less associated with persons who are deaf and whose communication abilities vary. These parents and others have requested that the school organize classes in fingerspell-

ing to help develop tension-free, parent-child communication. This is being done through our PTCO. Classes in fingerspelling are offered to parents and to others at our school on Sunday afternoons, Wednesday nights, and Friday afternoons. The program began about a month ago. Enrollment in the three classes was 120 the first week, 146 the second week, and 154 the third week. In addition, there are 127 others who want classes in places other than Indianapolis. At present we are unable to accommodate them. We hope this additional means of communication will help to correct the vague and inexact patterns of language conveyed by the language of signs and also by speech and lipreading when these are used exclusively.

It must be painful to some to hear me compare the inaccuracies, ambiguities, and imperceptions of lipreading with those of the language of signs. The language of signs, as generally used, lacks preciseness in interpretation to English. It has no place in an educational program for deaf children however valuable it may be to the deaf adult. Despite the fact that we can all point to a few exceptional deaf people who read lips so well they seem almost to read one's mind, lipreading has the same drawbacks as the language of signs when used as the exclusive means of communication with the deaf—only a small percentage of sounds are visible on the lips and many are ambiguous.

Some years ago Elizabeth Johnson, supervising teacher at the Illinois School for the Deaf, made an evaluation of the ability of pupils in that school to understand language through the various means of communication employed by persons with a hearing loss. She compared results of tests using the various means of communication: reading, speech-hearing, lipreading, hearing plus lipreading, fingerspelling, and signs combined with fingerspelling. Miss Johnson used pupils from all departments of the school: the acoustic, the oral, and the manual. She concluded, "When the pupils in this school for the deaf are communicated with as a group, there appear to be only two methods of communication which can be used with any reasonable degree of accuracy. Fingerspelling with a mean of 74% and reading with a mean of 72% of normal achievement afford fairly acceptable methods. The other media of communication tested cannot be considered acceptable for the group as a whole."

At the 1959 meeting of the American Instructors of the Deaf, Dr. Edgar Lowell, administrator of the Tracy Clinic, reported on a research experiment in the use of lipreading and its relationship to language development. On a "film test of lipreading" Dr. Lowell and his associates found that at the high school level deaf students understood only 25.7% of the material presented to them. Hearing students at the same level without instruction in lipreading understood 37.6%. At the college level, deaf students understood 44.9%, and hearing college students 51.5%. Teachers of the deaf scored best

of all on this test of lipreading ability, the deaf teachers of the deaf scoring 67.9%, hearing teachers of the deaf scoring 57.1%. Our deaf teachers of the deaf are often, of course, selected both for their ability to instruct and also because they have achieved, for deaf persons, an outstanding ability to communicate with the hearing world.

A deaf child who understands far less than half of what is presented to him by lipreading is at a tremendous disadvantage in acquiring an education when lipreading is the principal method of communication. We are increasingly aware of the need of the deaf child for an earlier and more intensive exposure to correct and complete language patterns where all elements of the sentences are impressed on his mind. Since the deaf child must depend on visual means of communication, language should be presented in a completely visible form. The language of signs and lipreading alone are not completely visible. This leaves writing and fingerspelling to meet the criterion of visibility.

As a result of research done at the John Tracy Clinic, Dr. Edgar Lowell, the administrator, pointed out at the 1959 meeting of the American Instructors of the Deaf that language facility may be one of the most important keys to success in lipreading. We are inclined to think this is so. When tests have shown that lipreading is so inexact we are in effect defeating ourselves when we attempt to teach language to the deaf child with this method as the primary instrument.

Even the British are reexamining their approach to education of the deaf. In the past few years a number of British educators have visited American schools for the deaf. Three gentlemen from the Ministry of Education, including the Chief Inspector of Her Majesty's Schools, made an extensive visit. This was followed up last year by another visit from a team of inspectors. Now there is a government appointed Lewis Committee consisting of research personnel, social workers, teachers of the deaf, and others to investigate fingerspelling and manual communication. Several American educators of the deaf have been invited to meet with this committee to discuss the problems of language acquisition and the use of fingerspelling as an additional method of teaching language. This in itself is a most remarkable development and helps to confirm the thesis that no one has reason to feel complacent with the results so far achieved. Dr. Powrie V. Doctor, editor of the *American Annals of the Deaf*, has just returned from a European trip during which he lectured at and visited a number of European schools for the deaf and universities interested in education of the deaf. Dr. Doctor told me early this week there was great interest in fingerspelling in most of England, in Scotland, in Holland, and particularly in Germany.

I am giving so much time to a discussion of fingerspelling because I believe this is one of the significant trends in the education of the deaf in the past few

years. Perhaps Dr. Hester in his part of the program here will discuss results of the use of fingerspelling at the New Mexico School. In a paper at the International Congress on Education in 1963, Dr. Hester explained the simultaneous use of speech and fingerspelling in his school. There was definite improvement in language ability and general achievement. The children were using fewer signs, and communication about the school was more oral.

In a letter to Dr. Hester, Dr. Sam Kirk, director of the Institute for Research on Exceptional Children, and recipient of the first John F. Kennedy Award for work with handicapped children, expressed approval of the fingerspelling method as used at the New Mexico School. He felt it had distinct possibilities and followed sound developmental psychology. Dr. Kirk also felt that the motor expression by fingerspelling and speech was using quite effectively a second signal system which, if done properly, should accelerate learning. He did not see how the proper use of fingerspelling should interfere with the development of oral language if simultaneous presentation and expression is required.

The North Carolina School for the Deaf at Morganton has just announced that fingerspelling will be used as an additional means of communication throughout that school. This school is one of the largest in the United States and has enjoyed an excellent reputation for emphasis on oral instruction and also for the caliber of its graduates over a period of years. This school and a number of others in recent years have adopted fingerspelling only after a great deal of thought.

Mr. David Denton, the principal, says "Can we in schools for the deaf hope to produce a better student without exploring and testing thoroughly any new method, technique, or approach that may be of help to us? We find ourselves forced to . . . bring the English language into the deaf child's life in any practical way without paying too much attention to that which is **supposedly** right or **supposedly** wrong.

Mr. Edward L. Scouten, principal of the Louisiana School for the Deaf, is one of the acknowledged authorities in the teaching of language to the deaf. The Louisiana School uses fingerspelling throughout the educational program. I can personally vouch for the diminished use of the language of signs on that campus with a corresponding increase in the use of the English language.

Perhaps the impact of the growing and changing world about us has been slow to register on educators of the deaf and parents of deaf children. Most of the research that has been completed in the area of the deaf has been related to deafness itself rather than to the practical improvement of instruction. Much more energy has been burned in argument over methods of classroom communication than has gone into educational research. Perhaps we have been limited by tradition. Perhaps, too many educators have been reluctant to be absolutely frank concern-

ing the problems of communication and education when talking with parents of the very young deaf child. The attitude of a great majority of parents of deaf children changes as their children grow older and as they recognize the fact that their children may not be among the gifted either academically or in oral communication ability. Parents of very young deaf children are more likely to be influenced by resentment toward deafness itself, by desire for their child to be "normal." They often refuse to recognize or to accept the limitations of deafness or to accept the child as he is. Some of the most frustrated deaf children I have seen are those who feel that their parents cannot accept them as they are because of their deafness. We must be ambitious for our children; we must help them achieve their highest potentials. However, some parents make such a fetish of goals which their children cannot achieve that there is a complete lack of understanding between the deaf child and his parents. Perhaps parents of deaf children react as most of us do when confronted with the sign "wet paint"—we must touch it for ourselves to see if it is true. After almost 30 years of experience in this field, it seems to me that almost every parent of a deaf child goes through the same emotional experiences and attitudes. Educators of the deaf are unable to help many parents benefit from their experience as educators or from the experiences of other parents.

In recent years there have been a number of articles, many by oral teachers, expressing dissatisfaction with the results achieved by speech, lipreading and auditory training alone. Perhaps these have influenced a number of the schools which have switched in whole or in part to the use of fingerspelling in conjunction with speech as an acceptable method of oral classroom instruction.

In 1962, Miss Virginia Kenny, a teacher in one of the eastern oral schools for the deaf, published an article in *Harper's* magazine advocating the use of manual communication as an addition to the oral method. This was the first such article that I recall by a teacher in an oral school. Many criticized her. Many praised her for her courage in expressing something which had needed to be expressed for a long time. At least she caused many to start to re-think the problems of communication and of language instruction.

In the May 1965 issue of *THE DEAF AMERICAN* published by the National Association of the Deaf, there was an article "Focus on Children" by Mr. Robert M. Benson, assistant supervisor of Special Education in Long Beach, California. Mr. Benson spoke before parents of the deaf, teachers, administrators, rehabilitation workers, church workers, and the participants in the Leadership Training Program at San Fernando Valley State College. Mr. Benson challenged his hearers to ask themselves if children being educated today are going to be superior to their predecessors without the use of new tools, new techniques, and

new attitudes. Without these, Mr. Benson felt, deaf children will continue to have the same problems they have had in the past—a poor command of language, poor communication ability and low educational achievement. I understand some were upset because Mr. Benson was not more optimistic. It is difficult to face reality when reality is not what we **want** to hear. Mr. Benson emphasized the very points brought out in the surveys by Dr. Hester and Dr. Boatner. We cannot improve very much by continuing to do what we have been doing, or by doing it a little better. We need a much better way of teaching language for getting results which are dependent on language ability.

The September 1965 issue of the *American Annals of the Deaf* contains an article "Fingerspelling in the Oral Classroom" by Mrs. Charlotte Stafford, an oral teacher in the Day Class for the Deaf in Painesville, Ohio. Mrs. Stafford's article explains how fingerspelling in the classroom has helped her class to become more oral and has helped the teacher to teach speech more quickly and effectively. According to Mrs. Stafford, fingerspelling is just another means of communication in the classroom. "It has helped our spelling and our speech because the syllables which are not visible on the lips are included in our fingerspelling of the word. The class is more oral than it was before and the relaxed atmosphere is surely conducive to better learning."

In the same issue of the *American Annals of the Deaf* (September 1965) there is another article which many of you should read, "A Sociometric Investigation of the Self-Concept of the Deaf Child" by Mrs. Helen B. Craig. Many of us forget that the deaf child has the same needs as the hearing child. When he is transported over great distances to become a member of a special public school class far from his home, he does not have identity with a group nor the same playmates after school. According to Mrs. Craig's study the self-acceptance of deaf children from a residential school was significantly higher than that of deaf children from day class situations and higher than non-deaf non-residential school children. It is essential for all of us to feel that we are important and that we belong somewhere. The tendency to high acceptance of self and of others in the group from the residential school for the deaf was regarded as dependent more upon institutional living than upon deafness per se but it is an important factor in the development of the deaf child.

The recent workshops in the area of deafness supported by grants from Captioned Films, VRA, and other governmental agencies will result in improvements in many areas. The Captioned Film supported LIFE program through the National Educational Association is designed to strengthen language acquisition through a multiple approach: Language Improvement to Facilitate Education. Our teachers were most enthusiastic after Dr. Hester and others demon-

strated new audiovisual equipment and techniques at our school a week or two ago.

Another project which is looked at with considerable interest by the schools for the deaf is a VRA-sponsored project at the Illinois School for the Deaf to develop materials for and a better approach to sex education than has heretofore been available. This too has been quite a problem to most schools for the deaf and to parents of deaf children. The language problems of their child have made it difficult to discuss sex and maturity adequately. Dr. Frank Withrow and his assistants at the Illinois School for the Deaf have developed suggestions and materials and are holding a meeting with representatives from other schools for the deaf to share information with them later this month.

The Council on Education of the Deaf is an example of another good trend in the field—an increasing cooperation and a respect for the other fellow's point of view among educators of the deaf. CED was established in 1960 by the three organizations interested primarily in education of the deaf: the Alexander Graham Bell Association for the Deaf, the Conference of Executives of American Schools for the Deaf, and the American Instructors of the Deaf. The Executive Committee of CED is composed of four representatives from each of the above three organizations.

The existence of CED is significant. It emphasizes the fact that educators of the deaf **are** willing to work together to improve educational opportunities for deaf children. Since CED had to have a starting point and since it was impossible to include all of the organizations of and for the deaf, it was determined at the outset that the original membership would be composed of the three organizations interested primarily in education.

The objectives of CED are to encourage and to facilitate cooperation among the member organizations in such areas as publication practices, legislation, meetings, liaison with lay and peripheral groups, teacher certification, public information, and research. To date the most significant achievement of the Council on Education of the Deaf has been the sponsorship and promotion of the International Congress on Education of the Deaf held in Washington, D. C., in June 1963.

The mere formation of CED did much to convince non-educators of the deaf that there was much more unity within the profession than they had supposed. The paramount problems in educating deaf children are recognized by all. The fact that we differ somewhat in determining which is more important—the forest or the trees—does not mean that we fail to see both the forest and the trees. We cannot all be interested and active in all facets of education of the deaf to the same degree. The formation of CED had a significant influence on the passage of helpful legislation in this field: Public Law 87-276, to recruit and train teachers of the deaf; the expansion of the scope

and services of Captioned Films for the Deaf; and the broadening of the rules and regulations of the National Defense Education Act so that special schools and classes for the deaf (and for other handicapped groups) are eligible for this assistance.

Another example of closer cooperation and mutual understanding was the National Meeting of Audiologists and Educators of the Deaf in Tucson, Ariz., in December 1964. This meeting, supported financially by a VRA grant, was jointly sponsored by the American Speech and Hearing Association and by the Conference of Executives of American Schools for the Deaf. The purpose was to develop a greater understanding of the services provided to the hearing handicapped by members of each group, to help audiologists understand more clearly the educational problems imposed by deafness, and to help educators of the deaf understand the assistance which can be provided by good audiological programs in schools for the deaf. Those in attendance were pledged to return home to organize similar meetings in each of the VRA divisions of our country. A number of these regional meetings have already been held. Others will be held in the very near future. It is becoming more and more apparent that the factors which have separated audiologists and educators of the deaf in the past have been the lack of communication between the two fields and the lack of interaction.

Another organization now being discussed is a "National Council of Organizations of and for the Deaf." In February 1965, the Vocational Rehabilitation Administration convened a meeting of representatives from several national organizations to explore the feasibility and desirability of establishing a national council that would include important organizations of and for the deaf. These representatives concluded that the concept of an "American Council of Organizations of and for the Deaf" was worthwhile and agreed that a neutral organization should make a study of the structure of such council. The National Health Council has employed a consultant firm to make a national study of the purposes and activities of 14 organizations of and for the deaf. The goal is to present to these organizations recommendations relating to the purposes and structure for a council of representatives of their groups. This council would be much wider in scope than the Council on Education of the Deaf as it would include not only those organizations interested primarily in education but organizations of the deaf themselves, sectarian groups, and possibly parent groups if they had a national organization.

Another new organization is the Registry of Interpreters for the Deaf. This is an outgrowth of a meeting held at Ball State University in Muncie, Ind., in the summer of 1964. The original meeting was held in an attempt to identify those occasions and situations when deaf persons need the assistance of an interpreter.

There are many situations like court trials, a medical consultation—when even deaf persons with excellent speech and lip-reading ability are at a loss. The Conference on Interpreting for the Deaf was an attempt to identify these situations and to suggest solutions which would meet the needs of both the non-oral and oral deaf person.

Dr. Edgar Lowell of the Tracy Clinic was a member of this Workshop and it was he who suggested the nationwide need for a list of persons capable and willing to furnish assistance to deaf persons in times of difficulty. As a result, the National Registry of Interpreters for the Deaf was formed and is now in process of establishing over the country a list of qualified interpreters able to help both the oral and non-oral deaf person when assistance is needed.

Another trend in education of the deaf is the adult education class. I believe the State of California has pioneered in this with a boost from the class in Leadership Training for the Deaf at San Fernando Valley State College. However, a number of schools for the deaf, particularly those located in large metropolitan areas, are discussing a possibility of establishing classes for the adult deaf in the community. Many of the deaf who are not too concerned with an education while in school later realize the need for additional education. Many have a much greater desire for knowledge than they had while they were in school. They should have the same opportunities that hearing people have.

Parent-Teacher-Houseparent Organizations seem to be increasing in numbers and in strength. At the Indiana School we are proud of the growth in size and interest of our Parent-Teacher-Counselor Organization. The PTCO was formed some 13 years ago with 24 parents and a yearly budget of \$25.46. For 1965-66 we have almost 600 members and a budget of \$5,600.00. The parents of children at the Indiana School are interested and active in helping our school program and in working more closely with teachers and counselors. They are deeply concerned with improving in every way educational opportunities for their deaf children. They recognize the need for better language development, for higher achievement and for better communication ability.

Last summer they made tentative overtures toward the American Instructors of the Deaf to see if they could gain assistance in establishing a national organization of parents of deaf children. They feel the need for an organization interested in the enactment of needed legislation at both the state and Federal level, one to encourage the development of true high schools for the deaf, and to assist schools for the deaf in their many projects and programs. Our PTCO does not want an organization which will become involved in debates over method of communication.

It is highly presumptuous of me to talk of our own organization when I have been invited to speak before a joint meeting

such as this—something which Indiana has not even attempted. We do not have a statewide association of teachers of the deaf nor of parents of the deaf. Perhaps this is because our school is very centrally located and there are only a few, probably less than 75, deaf children of school age in programs other than that at the Indiana School for the Deaf in Indianapolis.

The deaf of our country are represented by their National Association of the Deaf, teachers by the American Instructors of the Deaf. As more organizations begin to work together to solve the overall problems of deafness, it seems to me there **should be** a national organization of parents of deaf children which would concern itself with the **overall** problems of adjustment and education of deaf children, where the emotional conflicts over method of communication used in education would be left in the background. Such an organization would aid educators immeasurably in their efforts to upgrade educational programs which are at present less than satisfactory.

When parents, teachers, and the deaf themselves work together as individuals and in concert through their organizations, educational progress is more likely to result. When they can meet together as you have here, there cannot help but be progress.

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23rd Biennial Convention

TENNESSEE ASSOCIATION OF THE DEAF

Memphis, Tennessee
AUGUST 11-13, 1966

CHAFF From the Threshing Floor

By George Propp

For the time being at least, this will be the last Chaff column from our Omaha base. With Editor Smith's permission we will try to continue the column for the next seven months from new quarters at San Fernando Valley State College. We do not know what our address will be in sunny California, so would the editors of the several local publications that have been coming our way change our mailing label to: GEORGE PROPP, LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF, SAN FERNANDO VALLEY STATE COLLEGE, 11811 Nordhoff St., Northridge, Calif.

We've been telling our students this story to inspire them to take their lip-reading lessons more seriously. According to a story in the SIOUXLAND COURIER, deaf Donald Arndt of Minneapolis was struck in the ribs by a shotgun butt wielded by bandits who held up a bar where he was a customer. The short tempered bandits clobbered him when he did not respond to their command to move.

The District of Columbia Club of the Deaf has until May 31, 1966, to find new quarters. The Club is looking for 4,000 square feet of space in Prince Georges County. High rent makes it impossible for the Club to remain inside the District of Columbia.—The DEE CEE EYES

The MISSOURI RECORD has switched to a magazine-type format, and otherwise has had its face lifted. The "new" RECORD, we might say, has everything—everything that is, except a zip code number. . . . A student at the Missouri School for the Deaf climbed out of a second story window and fell to his death. . . . Earthquake tremors rocked MSD but did no damage. A literary society program being held at the time failed by a few minutes to capitalize on the sound effects created by the quake.

Roy Stelle, superintendent of the Fanwood School, is the newly selected secretary of the Committee on Teacher Training and Certification of the American Conference of Executives. Dr. Quigley of Minnesota is chairman of the Committee.—The FANWOOD JOURNAL

Columbus, Ohio, is building a new school for the deaf for 150-200 students. Named The Alexander Graham Bell School, it is not to be confused (if you can help it) with the A. G. Bell School in Cleveland. . . . The Chambers School in East Cleveland is seeking Federal aid to build a 12-classroom school to meet the needs of increasing attendance. The school now has 96 students.—The OHIO CHRONICLE

A science class at the Wisconsin School for the Deaf sent a gas-filled balloon aloft with a letter attached informing the finder

to report back to the WSD students. In due time the letter was returned. It had been found a full 300 feet from the lift-off.—The WISCONSIN TIMES

The Louisiana School for the Deaf was evacuated when the chlorine barge, sunk by Hurricane Betsy, was raised from the depths of the Mississippi River. The site of the sunken barge was about two miles from the school.—The LOUISIANA PELICAN

The Michigan Association of the Deaf has been admitted on a provisional basis as a member agency of the Michigan United Fund and will be entitled to a financial grant. The MAD will begin operation with an executive director and a secretary around the first of the year.—The M.A.D. RECORD

The Virginia School for the Deaf has started an extensive building program to meet the needs of a rapidly expanding enrollment. The school now has 356 deaf students. The school has a new \$17,000 dining hall and a \$528,159 dormitory is underway. Within the next few years plans call for a million dollar vocational facility, another dorm, an athletic field and extensive remodeling and renovation.—The VIRGINIA GUIDE

Dr. Robert Frisina, dean of Gallaudet's new graduate school, was a participant in the 1965 White House Conference on Education. He was selected from among 3,000 candidates.—The GALLAUDET RECORD

Six hundred parents, teachers and adult deaf gathered at Los Angeles on Nov. 5-6-7. They represented the California Association of the Deaf, the California Association of Teachers and the California Association of Parents—CAD - CAT - CAP. Speakers included Dr. Boatner, John Gough and Marshall Hester. This type of meeting is an innovation that other states might imitate.—The CALIFORNIA NEWS

Ends and Pieces: Gathering material for this column can be educational. From Hadley W. Smith of the OHIO CHRONICLE we learned for the first time that there is a town named Star in Nebraska. From the same source we learned that the better quality Santa Claus whiskers are made from shaggy yak fur from Nepal. . . . Ohio is conducting a drive for \$250,000 for an addition to the Home for the Aged Deaf. . . . Parents of deaf children in Sacramento charter a Greyhound to transport their kids to the California School for the Deaf in Berkeley. . . . Barry Griffing is now consultant to the State Department of Education in Sacramento. . . . 87 percent of 54 Iowa School for the Deaf grads of 1964 and 1965 are gainfully employed.

(Editor's note: The following paper was given as part of a panel discussion at the American Speech and Hearing Association convention in Chicago on Oct. 31, 1965. To help the reader better understand the overall purpose of the panel, and Mr. Pettingill's speech, we are including the introductory remarks of the chairman of the panel, Dr. Harold Williams, director of the Augusta Speech and Hearing Center at the University Hospital in Augusta, Ga.)

Dr. Williams:

INTRODUCTION TO A SYMPOSIUM ON "USE OF MANUAL COMMUNICATION"

This afternoon, we are going to discuss "Manual Communication." Our guest speakers, in the order that they will appear, are Ross Stuckless from the University of Pittsburgh, Elizabeth Benson from Gallaudet College, Boyce Williams from the Vocational Rehabilitation Administration, and Don Pettingill from the Callier Hearing and Speech Center in Dallas, Texas. I, the chairman, am Harold Williams from the Speech and Hearing Center in Augusta, Ga.

Usually, the chairman of a symposium only introduces the topic, the speakers, and more or less serves as a "gate-keeper" for the discussion that follows. However, in this case, your chairman is going to make a few introductory remarks, and if allowed, will enter into the discussion that follows the formal presentation this afternoon.

A very well known quote of Kipling's is "Oh, East is East, and West is West and never the twain shall meet." Even in this day and age, many people form their opinions of world affairs on this philosophy. This is indeed an unfortunate situation, but is a situation that has a

parallel in our own profession. If Kipling had been a communicologist in that nebulous field of "education of the deaf" he could have easily said, "Oh, oral is oral and manual is manual, and never the twain shall meet."

Never the twain shall meet—this is the philosophy that many in our profession adhere to. Many of our colleagues have been brainwashed to the extent that they are convinced that not only shall the twain never meet—but that the twain **should** never meet. Consequently, many of the graduates of our most honored institutions have never had the opportunity of working with the profoundly deaf and have little concept of "manual communication."

We are not here this afternoon to debate manualism over oralism or to pat ourselves on the back for our own opinions, nor are we here to try to make you radically change whatever opinions you might have. However, I would like to take this opportunity of acquainting you with the complete quote from Kipling. He did not stop with "never the twain shall meet." The total quote reads this way:

"Oh, East is East, and West is West, and never the twain shall meet.

But, there is neither East nor West, border nor breed, nor birth when two strong men stand face to face, though they come from the ends of the Earth."

The complete quote of Kipling puts "the twain shall never meet" in a different light. So we hope it will be in our discussion this afternoon. We are quite well aware of the fact that there are very strong opinions on both sides of the fence,

those who advocate only oral education for the deaf and those who feel that perhaps there should be a combination.

Now, to start things off, I would like to relate a personal experience. And, at this point, I cannot refrain from sharing with you another quotation—perhaps with tongue in cheek. The quotation that comes to mind is from Voltaire, who said, "The history of human opinion is scarcely anything more than the history of human errors." I have certainly changed my opinion as to whether or not the twain should meet numerous times in my professional life, and very vividly remember the first time that I started to change my opinion. I had been brought up under the philosophy that oralism was the only way, and that those who thought otherwise were a bit stupid and far behind their times. But it finally dawned on me that this attitude was limiting my education, and consequently the quality and scope of my professional service. The light broke while I was attending a Tennessee Speech and Hearing Association meeting in Nashville. One of the speakers at that meeting was the head of the vocational department at the Tennessee School for the Deaf and his topic was vocational training. He was deaf himself, and although he had speech, he used the language of signs and fingerspelling in his teaching. I was quite shocked to find that I was sitting there listening to him, not from the standpoint of trying to learn anything, or trying to understand the problem that the deaf might have in vocational training, but was only listening to find things that I could disagree with. To say the least, this was not an attitude that was conducive to learning. I think I grew up considerably that afternoon.

Psychological Aspects Of Manual Communication

By DON G. PETTINGILL, Director

Counseling Services for the Deaf, Callier Hearing and Speech Center, Dallas, Texas

We have a very unusual chairman today. He must have been born with a diamond drill in his hands and a sledgehammer in his mouth. It took him exactly 30 seconds to get to the heart of things. "Oh, East is East and West is West, and never the twain shall meet" is a masterpiece of nailing down the dilemma of the deaf. All the more exciting is the fact that it comes from a hearing professional, a director of a speech and hearing center, a man who fits this quote, "God, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference." My boss, Dr. Aram Glorig, is also such a man! Thank God!

Progress, and history, are made when men finally become angry and intolerant. The Declaration of Independence is one example. The Emancipation Proclamation is another. The eternal struggle of the deaf to win their rightful place under the sun is still another. The deep desire of the deaf to understand and to be understood cannot be ignored much longer. It

is molding many such angry, intolerant men. I believe we are making good progress!

This panel is an example of the men and women who will eventually bend the horizons and force that inevitable meeting of East and West. Sheer necessity and a deep understanding of the compelling reasons why, will give them the strength! The mills of the gods grind slowly, but they grind exceedingly fine!

I hope you all took heed of Dr. Williams' remarks about the time he caught himself listening for something to criticize during a speech being given by a deaf man, rather than trying to learn something and to understand.

More times than I care to remember, I have been hit with the old saw: "Just being deaf does not make you an expert on the deaf." Granted! I've never claimed to be. Since the age of five, when German measles triggered my total deafness, I have fit, fought, bled, and nearly died, meeting the dubious challenge of BEING deaf. With the speech I had before losing my hearing and the lipreading

skills God saw fit to give me, I just naturally became a "guardhouse lawyer" for my less fortunate deaf friends. This role has stuck with me ever since.

So BEING deaf is my specialty! On the other hand, educators, psychologists, audiologists, otologists, and children, parents, brothers and sisters of deaf people continually claim to be experts ON the deaf and deafness. With all us experts, you'd think the deaf wouldn't have a care in the world. But they do . . . too many experts!

I'd like to make something very clear here. I am a firm believer in the sensible teaching of speech and lipreading to every deaf child capable of benefiting. I even insist that borderline or doubtful cases have full exposure to all the advantages of oralism. All I ask is for the pure oralists to remove the blinders of the horse and buggy days which enable them to see their method only, and concede that all the research into the combining of fingerspelling with the oral method is proving there are very positive advantages.

As Dr. Williams said, we are not here to debate the pros and cons of oral vs. manual. Besides, my topic is "Psychological Aspects of Manual Communication." How appropriate! Seldom will you find a more qualified speaker on psychology. Just before I was born my mother slipped and fell on an old phonograph record . . . but it didn't bother me . . . it didn't bother me . . . it didn't bother me . . .

I can tell you in a few paragraphs about the advantages of manual communication. Almost every deaf adult I know turns to the language of signs (and with the hearing world, pad and pencil), as his primary means of communication once he enters the adult world. Please understand, I am NOT talking about men like Boyce or myself. We are a very fortunate few, and we are far between. The language of signs is simply the common denominator that makes it possible for the deaf to belong, even if it IS our own community! The average deaf, even the highly educated, are proud of the language of signs, and don't worry unduly about the social implications from the trumped-up stigma attached by the oralists.

We have our own clubs and churches, our state and national organizations just like you so-called normal people. The difference is merely in degree . . . and in the method of communication!

If I tried to fully explain the complications of all the criticism, ridicule, misrepresentation and just plain FRAUD thrown at our most practical and necessary language of signs, I would have to write a book. I want you to understand the psychological impact of all this fighting between the methods, so it is necessary for me to give you a few instances of some brazenly false propaganda of some of the more over-zealous oralists. These abuses go so far and deep that it leaves bitterness and frustration in the hearts of the deaf, and gross confusion and misunderstanding in the innocent minds of the normal-hearing. I will let **you** decide if this is necessary or honest!

It is unbelievable how so many experts declare in righteous indignation that the deaf have no business segregating themselves from society. Let me tell you a typical little story. Some time back, some deaf teachers and deaf leaders of the deaf, along with hearing experts, were participating in a workshop on the deaf. Throughout the meetings the experts pounded on the theory that the deaf should integrate with the hearing. At the social gatherings afterwards, the deaf made it a point to integrate with these experts. Results? Oh, nothing unusual! Most of them didn't seem to know what to do with us. The first chance they got, they left us for the more relaxing company of their hearing peers, even though we were using the pure oral approach. **Those people were hearing experts on the deaf!** What can we expect from the naive and confused layman? Or from the average deaf person who can't even speak or lipread to any practical extent?

We are always willing to meet our would-be "saviors" more than half way, but is it unreasonable for us to want to know when they are going to start practicing what they preach? You see, we are getting rather bruised from pulling ourselves up by our own bootstraps, only to have the straps cut by insensate people who also try to tell us the language of signs is unrealistic, uncouth and anti-social!

I've got another old saw for you here, one I've been catching for years: "The language of signs is not the normal means of communication of the normal hearing, therefore it is not practical!" My pitch back: "'Lipreading and artificial speech are not the normal means of communication of the normal-hearing, therefore they are not practical!" Remember, I use all three systems.

The deaf are a very small minority in a world of about 200 million normal hearing. Wouldn't it be easier to teach the hearing world the 26 letters of the manual alphabet than to teach 200 million people to enunciate correctly, form their words properly, shave off their mustaches, knock out their buck teeth, make visible the 40% or more of the English language that is invisible, make people quit smoking, turning their heads, covering their mouths, spitting all over us, trying to talk to us in the dark or while we are driving, stop screaming at us, talking deep down in their throats with nothing showing on their lips, or using their whole mouth and most of their face so that we can't see the lips for the throat or . . . oh, never mind!

Are you beginning to get the picture of the psychological aspects of having the language of signs continually ridiculed, discouraged and outright condemned? Are you beginning to understand the rebellion of the average deaf adult toward the people who would completely deny him the right of free speech, so to speak? I would point out again here that on top of all the above problems, we are still faced with the overwhelming majority of the deaf who can't speak or read lips, regardless of the picture painted by the experts.

The thing I object to, the most heatedly, is the gifted deaf oralist who appears before meetings of teachers, and innocent, hopeful parents, portraying the distorted image that ALL deaf children can be like he is! I have actually seen news stories and letters where these people and their hearing experts say 97% of all deaf children can be restored to perfect normalcy. In my gray-haired, frustrated book, that's a sin against God and man!

They claim to be experts on what is possible and best for the deaf, yet they freely admit they rarely mix with the rank and file. Most of them also admit they seldom attend social functions of the hearing world and when they do, they feel lost. So they associate only with their families and each other. Is that any different from the manual deaf?

My wife and I attended a meeting of oralists a while back. I will be perfect-

ly frank with you: we were deeply impressed with the deaf oralists there. We said to each other, "Wouldn't it be wonderful if all deaf people could be thus?" But we knew it wasn't possible. Those people were imported, handpicked, from different parts of America! They were brought together to show parents and educators at the meeting what proper oral training could do. My wife and I, out of respect to the others at this meeting, said nothing. Later we wondered aloud as to why they had to go to such extremes? Why didn't they use examples from the very town in which they had the meeting (which had an oral school), and save the expense of importing? We knew the answer without even asking! Such gifted examples are rare, and far between. Most likely the parents at the meeting presumed these oralists were the average products of oral schools.

I do understand the necessity of motivating parents toward helping their deaf child to the utmost. My understanding ceases, however, when the oral salesman feels it necessary to employ such grossly exaggerated tactics in their efforts to convince confused parents that the oral method is the only method, and that even fingerspelling is the mark of barbarians. Perhaps they feel the end justifies the means, but I have spent long grueling years working with all kinds of deaf people, and I plead with you here that such a lovely "end" is rare.

At a later meeting, a deaf oralist was to speak, so I made it a point to meet him. He asked me if I could lipread, to which I replied yes, but I preferred an interpreter during a speech. Scornfully he retorted: "Oh, you take the easy way out, huh?" I told him I had never met a deaf person yet who could actually lipread a speaker to any practical degree of comprehension.

Even at their own meetings the deaf oralists don't try. The papers are usually projected on a screen so they can be read. This is a preferable method, but few speakers or meetings are that well prepared. Remember, the average deaf person wants to understand and to be understood.

If we don't have overhead projection of the speaker's paper, we use any method at our disposal in order to understand. When we have an interpreter during a speech, those of us who cannot read so well will be able to understand . . . whereas the oralists who cannot, will gain nothing.

The language of signs is a wonderful thing. It enables a deaf person who has a limited vocabulary, to express himself fully and completely with his contemporaries. This is something a pure oral deaf person, with limited language, is unable to do. He is limited to expressing himself only in the words he knows how to speak or write, but a deaf person who is fluent in the language of signs needs not know how to write or speak the words he is signing. Those of you who are not familiar with the language of signs probably find this difficult to comprehend. But I am telling you, it is a fact!

Would you believe it . . . a deaf person of limited intelligence could go to a movie, then come home and explain the whole feature in language of signs to his friend . . . who would "listen" with rapt attention. If he were asked to write or speak this spiel, he would be at a loss. An oral deaf person of equal intelligence could never do such a thing . . . he would not have the words to express himself, and although he might have the desire to share his experience with a friend, he would be limited to a few words and phrases.

Time and again I have been called on to help deaf persons who have been taught by the oral method and who were lost souls. They are rejected by the hearing world because they are not understood . . . and by their own people for the same reason. Those who took my, or others' advice and learned the language of signs, found happiness that they never believed possible, simply because for the first time in their lives, they were able to understand and be understood without effort. They were accepted and a part of society, with new-found identities.

Of course, there are those who out of habit, or a sense of duty to their parents, refuse to consider the language of signs, so they remain misfits. There are still others whose personalities are so warped by the time I meet them, that they need deep psychological study and care.

Before any of you get the idea I fully approve of signs over speech and lip-reading, let me make another point. When the educators fail to give a deaf person a language and a method with which he can communicate, must they also try to deny him the right of free speech altogether, rather than recognize the language of signs? Even as a necessary evil, if you will!

The ability to be a fluent lipreader or speaker, although totally deaf, is a gift of God! Unfortunately, it is an art that is not bestowed to every deaf child. Let me try to explain.

If a piano salesman came around with a child prodigy to demonstrate . . . and told you that **with** the proper teacher, the proper training, your child could also be a child prodigy, would you believe him? Maybe some of you would have hope, and figure it worth trying. Maybe out of 1000 children who took lessons, there would be one standout. Some would learn, but never be outstanding. A few would

never make any progress and would want nothing at all to do with piano lessons.

It stands to reason that any wise parent or teacher would know when to continue with the lessons or when to stop.

Can you imagine what would happen if a parent stubbornly insisted his child continue to take lessons, even though he showed no talent? Can you imagine this parent going so far as to insist that the child be a musician for his livelihood without investigating the possibilities of something else more within the child's grasping and liking?

Then you can imagine the results when a parent insists a child continue with the oral method when he is making no progress.

I grant you, there are child prodigies who respond beautifully to the oral method. We should encourage these, for they are priceless!

In my wilder moments I go so far as to believe that all deaf children should be in families with deaf parents. Before any of you faint, let me explain. These children are usually well-adjusted individuals. They have grown up with a feeling of being wanted, a loved member of a family. They participate in all family discussions, planning, and the joys and sorrows that any average family has. In my experience, I have rarely met a paranoic from such a home, simply because they have had communication all their lives and been naturally, not artificially included. By contrast, I have countless clients who are complete misfits in society because of the exact opposite kind of family life. Either there is too much pampering or sheltering on the part of parents who never will really understand deafness, or at the other extreme, too much "shoved aside" isolation. How simple and effective the language of signs would be for these families in helping their child have a sense of "togetherness."

Perhaps by now you think I have belabored my point too much with respect to the manual language, but it is high time you knew the truth! It is time you heard an experienced professional in the field defend it as a priceless must, instead of telling you it is on the way out!

I want to thank you for giving me this opportunity to express my feelings . . . and the feelings, I assure you, of thousands of other deaf adults in this country. If there are any questions you would like answered, I will try to answer them!

Answers to True or False

(See Page 23)

1. True. If he is a member and if there is no rule to the contrary. No member of a club, society or association forfeits his right to vote by accepting an office. However, to avoid taking sides with either of two parties, and in order to remain in a neutral standing as a "judge" of the assembly, he may vote **only** when his vote can change the result (i. e., in a tie vote). The one exception to this statement is during a vote by ballot. In this case the president should vote at the **same time** as the assembly, or not at all. This keeps all the votes secret.

2. False. The minutes should be a record of the proceedings (what is done by a vote, usually not what is said) and should express facts not reasons for opinions except votes of thanks or resolutions of gratitude. In many major political organizations stenographic minutes are kept. In such case what is said is recorded.

3. False. Unless authorized by the rules of an organization.

4. False. It is local's place to elect a delegate from its own membership unless there is a rule to the contrary.

5. True. Certainly for the information of the assembly, but minutes may be dispensed with (laid aside) for some valid reason. At the next meeting they come up automatically for reading before the most recent minutes are read.

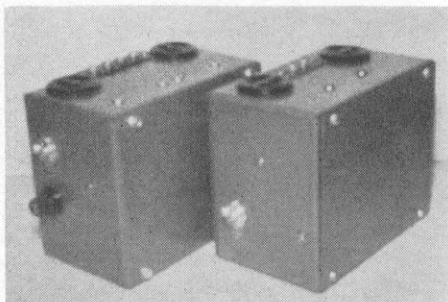
6. True. Unless he is a member of the local, or the rules of the local or of the parent organization permits such attendance.

7. True. This decreases the possibility of a tie vote or "deadlocks," especially in a small committee, where perfect attendance at committee meetings is likely. In case of large committees, where several committee members are almost certain to be absent, there is no advantage of the commonly recommended "odd number."

8. True. The object of the ballot is **secrecy**; members cannot oppose a motion to make the vote unanimous without revealing their views on the original question that was voted upon. This defeats the "secrecy" idea of voting by ballot in the first place.

9. Usually true. However, there may be a relevant Federal law, e.g., Robert's Rules of Order, Revised (ROR) requires a standing counted vote on an amendment to "bylaws." BUT Federal law requires, for many labor unions, a secret ballot on a motion to raise dues, which usually means an amendment to bylaws. In some cases a court decision would govern rather than ROR.

10. False. No, unless authorized by the bylaws of an organization.



DOOR BELL CALL SIGNAL

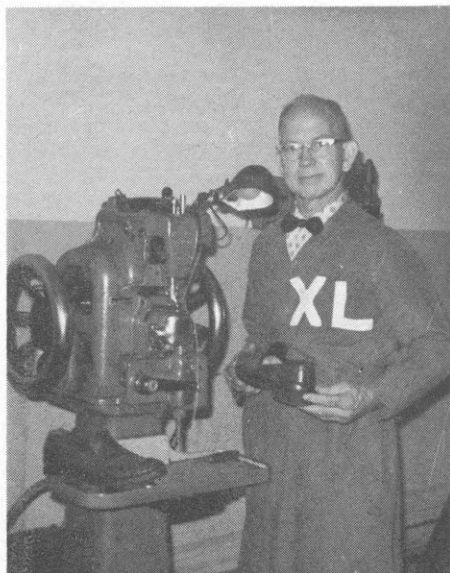
These operate lights whenever the door bell rings. Supplied in steady and flashing type signals with automatic turn-off after bell rings. Made for use on one or two door bells. Can be supplied for connection.

ROBERT HARDING

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The DEAF American

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George J. Steinhauer, deaf shoe repairman of Leavenworth, Kan., recently observed his 47th anniversary of service with the X-L Shoe Repair Shop and was the subject of an editorial tribute by his hometown newspaper.

Leavenworth Newspaper Salutes Deaf Shopowner

(The LEAVENWORTH TIMES of Leavenworth, Kan., ran the following editorial on Sept. 3, 1965, praising George J. Steinhauer, a veteran deaf shoe repairman. Mr. Steinhauer is a product of the Kansas School for the Deaf, Class of 1918.)

"Today we salute George J. Steinhauer, born with a major handicap but who has lived with it happily and successfully and for many years has been one of Leavenworth's well-known small businessmen.

"George, who is 67 years old, last Saturday observed his 47th anniversary with the X-L Shoe Repair Shop. It was a big day in the life of George. There was an all-day party at his shop at 3rd and Shawnee, with coffee and doughnuts for adults, cookies and candy for the children and many prizes.

"Now, says George, he is only waiting for the big 50th anniversary as a Leavenworth shoe repairman to roll around. And, knowing George and his brand of fortitude, we know he will reach the half century goal.

"A deaf mute since birth, George was born Nov. 16, 1897, at Lawrence, Kan., a son of Jake and Maggie Steinhauer. The family moved to Leavenworth when George was two years old, and this has been his home since.

"He was educated at the Kansas School for the Deaf at Olathe. He entered the school at the age of 8 and he was graduated when he was 20. His specialty was making shoes and boots and repairing them. The modern, convenient machinery available today was just a dream when George learned his trade. 'Just about everything 47 years ago was done by hand,' he reminisced.

"After 12 years at Olathe, George returned to Leavenworth and secured his first job at the old location of the X-L Shoe Repair Shop at 408 Shawnee. He

worked under the owner, Sam Paradise, for two years and then bought the business. The X-L shop was operated at the 408 Shawnee location until recently when the building was torn down, along with several others, to make way for a parking lot.

"George says that when he started in business there were at least eight large shoe repair shops here. Now there are only a few. George says he is happy in the fact that he has been in the shoe repair business longer than any other man in Leavenworth.

"George wonders if his customers and friends are curious as to the origin of the letters 'X-L.' He explained it in this way: 'X-L is actually sort of a nickname derived from the word 'excellent.'

"There is one thing of which George is particularly proud: In his 47 years in business, he has taught 18 men, some



Deaf people have been making the headlines in the Detroit newspapers.

There are the Rev. Davis and his wife, Marilyn, at the Dearborn Christ Episcopal Church. The story is that they trained at Gallaudet College and took along three children and a baby sitter.

* * *

Rosemary Jibson, 18, is credited with saving the lives of two small children. She was awakened by the vibrations of a furnace out of control. She rushed the children to a neighbor's home and had the neighbors call the fire department. As the call was being made, the furnace exploded, blowing the downstairs windows out on the lawn.

* * *

Robert Tatum was charged with "disregarding a traffic officer's signal to stop, forcing the officer to jump out of the path of his car, and refusing to show his driver's license or to get out of the car." An officer said, "We had to take him out of the car forcibly, and there was quite a tussle. We used as little force as possible but his jacket ripped at the seam. In the scout car he kept attempting to lift his leg to kick the driver in the head and when the officer tried to stop him he spit in the officer's face." They handcuffed him and he fought against the binds, cutting his wrists, according to the **Detroit Free Press** report. The Rev. Mr. Borchardt, who apparently interpreted at the hearing, said that Tatum was scared and nervous. The judge referred him to the Traffic Clinic.

* * *

Our project for unemployed deaf men

deaf mutes like himself, the shoe repair trade.

"George was married to Mary Louise (Haynes) Robertson in 1945. Their home is at 505 Arch, and they have one daughter, Patsy. She was graduated from Leavenworth High School in 1960, is the mother of two children and now lives in Pennsylvania.

"We salute you, George Steinhauer, for Leavenworth is proud of you. You have been a friendly, efficient, reliable businessman for 47 years. We know you will reach that 50-years-in-business goal, and we hope you will be with us for many years beyond 1968."

(The November 1965 issue of **SHOE SERVICE**, a national magazine for shoe repairers and shoe servicemen, took note of the Leavenworth Times' tribute to Mr. Steinhauer and ran excerpts from the editorial, as well as his picture.)

Stalling Along...

By STAHL BUTLER

Michigan Association for Better Hearing
724 Abbott Road, East Lansing, Michigan

has been transferred to the Michigan Rehabilitation Institute at "Pine Lake" or Plainwell, Mich. These decisions were very difficult for me because I was so involved personally. But I had to remember and recognize that the accepted role for a private agency is to demonstrate the solution of a problem, and work the bugs out of it, and then refer it to a tax-supported agency. That is exactly what we have done. The Michigan Rehabilitation Institute is a vocational school for all kinds of handicaps with an enrollment of 250. There always have been six or eight deaf men there. Henning Irgens is heading up an expanded program for the deaf. Lloyd Chapman is the director.

* * *

It is appropriate at the holiday season to recognize again the work of Andrew Foster in West Africa. He has been there eight years now. He writes of the success of a school in Ghana, a class moving into a "long prayed-for board school in the university town of Nsukka," the moving of his headquarters from Ghana to Nigeria and many other important events. What a satisfaction he must get from his promotions!

* * *

A Gallaudet release tells of an invention by Robert S. Eubanks. It is a flashing signal which can be controlled from an audience to inform a speaker "that his delivery is so rapid that the manual interpretation must be rendered at a rate which makes for difficulty in reading on the part of the audience."

NEWS *from 'round the Nation*

News Editor: Mrs. Geraldine Fail, 6170 Downey Ave., Long Beach, Calif. 90805.
Assistant News Editor: Mrs. Harriett B. Votaw, 2778 S. Xavier St., Denver, Colo. 80236.

California . . .

Although the event took place some time ago, we want to tell you about the surprise that was sprung on Mr. and Mrs. Howell Stottler by a hundred or more good friends when word got around that Howell and Paula were commemorating their silver wedding anniversary. The Jay Delmar Moores opened their Maywood home for the occasion and the house was filled most of the day with close friends bent upon making the most of their chance to honor the Stottlers . . . and they surely did that with gifts, cards, and a "money tree," all of which left the honored couple quite flabbergasted. Howell is a former resident of Cleveland, O., whilst Paula (nee Bartke) is from Milwaukee although they've lived in SouCal almost long enough to be considered natives, and make their home at 1835 S. Manchester Ave., Anaheim. They were married in Milwaukee, circa 1940, by the Rev. M. Mueller.

Herb Schreiber has been one of the most traveled men around SouCal the past couple of months. Herb took some very good color slides of the events of the Xth IGD in Washington, D. C., last summer and invitations from all kinds of organizations have been extended for Herb to show them. One of his most recent was a showing with a short talk to the PTCA of the Riverside School for the Deaf and prior to that was a showing to the Riverside public. Herb tells us he has several invitations pending from various groups up in Northern California.

Our condolences to Fred B. Gries of Lakewood who lost his mother during the early morning hours of Dec. 8. Mrs. Gries, 81, had been seriously ill for several months and near death for weeks before the end came.

Jack Hedden sends us a clipping concerning a young deaf man, Dan Golden, of nearby Downey. Only 21, Dan has been deaf since birth and spends all his spare time helping his fellow deaf, traveling to Pomona every week to instruct deaf groups sponsored by the White Avenue Baptist Church, where he was a member prior to moving to Downey two years ago. Included in the program is work with the mentally retarded deaf of a school in that area and Dan has recently started working with a second church group located in La Habra. Dan is employed as an assembler at Autonetics, a division of North American Aviation, and a graduate of the California School for the Deaf, Riverside. He also attended Riverside City College for two semesters, majoring in printing and graphic arts. He

taught his stepmother, Mrs. Rob Golden, the language of signs and she has since progressed to the point where she aids in court interpreting and vocational rehabilitation for the deaf and hard of hearing.

Victor H. Galloway was among the 250 attending the Long Beach Club gathering in mid-November. Vic was a member of the 1965 Leadership Training Class at San Fernando Valley State College in Northridge and now serves as coordinator, Community Services for the Adult Deaf, under Dr. Ray L. Jones of SFVSC. Vic makes it a point to get around and mingle with the deaf wherever, and whenever, they congregate and although he is blessed with a good memory, he does find it quite a chore to remember all those names and faces. A pleasant and amiable young man, he is readily welcomed everywhere he goes and we hope he will revisit Long Beach soon. (Folks, keep asking us what the heck a "ordinator" is anyhow . . . and, responding in our usual fashion, we explain to them most gravely that a coordinator is a "man who brings organized chaos out of utter confusion!" All right . . . we'll let YOU explain what it means, Vic!)

Ted and Barbara Babbini and daughters are home again in Sherman Oaks after gaily gallivanting through a dozen countries including England, Denmark, Germany, Austria, Lichenstein, Switzerland, France, Belgium, the Netherlands and elsewhere. Although they got where they were going by plane, by boat and by train, they stopped in Germany long enough to pick up a new Volkswagen and went the rest of the way by car which is the best way to see Europe, eh? Serious tourists, they concentrated on seeing the sights and wasted little time with postals to the folks back home (they knew that we knew where they were, anyhow) so many are the interesting tales Babs can tell us of their wanderings. Says Europe in the fall cannot be beat . . . the weather was magnificent, even in England, and tourists are few at that time of the year. Anyway, they got back home in time to gather 'round the festive board for Thanksgiving.

Paul Barrett and Elvaree Wildman planned a Christmas wedding. They went up to the wilds of the Pacific Northwest to visit Elvaree's daughter and son-in-law and tied the knot while up there.

Oh, but it rained, how it rained, throughout California during November and Long Beach all but became a part of the vast Pacific. However, rain outside has a way of making inside more inviting, especially if there is a party brewing and good food a'cooking! And that's the



Mabel Giambaresi is shown singing "Christmas Tree" at the third annual Christmas party of a group of women in the Los Angeles area held at Paul Cummins Roaring 20's Restaurant in Beverly Hills on Dec. 10, 1965.

way it was this Thanksgiving . . . we banded together with those who would otherwise have spent a lonely Thanksgiving Day . . . two huge turkeys with all the trimmings came from the huge ovens at the Long Beach Club and nowhere else in town was there a happier bunch of people. "Never saw so much food in my life," said Bunny Webster, meanwhile telling us we had peeled enough potatoes to feed three times as many people! Those attending were members of the club and guests included Charlotte Pringle of La Puente, Cecil Christensen and Virginia Solis of Bellflower, and John E. and Deanne Fail of Long Beach.

Parties were all over town . . . like maybe 50 invited and 100 showing up. Herb and Ruby Schreiber started things off with a gay and gala "bash" at their Inglewood apartment the evening of Dec. 11. The Long Beach Bowlers lived it up Dec. 18 under the chairmanship of Wilma Crippen and there were parties right up to Christmas Eve when Ellen Grimes gave one of the best at Morgan Hall. Project Year's End found folks widely scattered . . . it was "Come to our house for an early buffet and stay the rest of the year."

Mary Thompson of Van Nuys came home to SouCal for the recent holidays to visit daughter and son-in-law Mary Max and Bill Woodward and the grandchildren. Mary has been employed as a relief housemother at the Arizona School since last September. She likes her job and she likes Tucson and the people there but she does miss California. Mary Max and Bill, along with the children, visited Mary at Tucson during late November and were entertained at a party given by Angel and Darlene Acuna, meeting most of the Arizona School faculty and spending a most pleasant weekend.

Frank and Beverly Sladek decided at the last minute to forego their annual Christmas visit home to Long Beach and so took the high road from Tucson to

Las Vegas spending the holidays amid the bright lights of the gambling emporiums and taking daughter Donna and son Dave to see the sights of the nearby Hoover Dam. Frank wrote that he opined the kids would learn something, geographically speaking, by touring the huge dam. They plan to come to Long Beach when school closes for the summer, so then Donna and Dave can tell us about it.

Whilst the rest of us are waiting until July and the NAD convention, Iva DeMartini and Harold McAdam visited the beautiful city of San Francisco during the recent holidays. Their postal (it came through the mail despite that S&H Green Stamp) solemnly assured us that they'd be at the Long Beach Club to help us celebrate the advent of the New Year but, as luck would have it, the rains came and they didn't make it back to SouCal in time. The Delmar Moores made it home though Evelyn said they nearly drowned a time or two en route south. Hear tell the folks up in Northern California are about to get washed out to sea what with rain, rain, rain during all of November, December and on into January.

Agnes Campbell of Mariposa and Bill Mallman wrote to tell us they were married up there Dec. 15.

Jack Glenn and bride, Beatrice, are back home in Los Angeles following their wedding Nov. 28 in Philadelphia, Pa. We are looking forward to making the acquaintance of the new Mrs. Glenn.

Marie Latkowski of South Gate received letters in the Christmas cards she got from her former teachers of the Berkeley School, Miss Gladys Gifford and Mrs. Sally (Blaker) Frick, and both inquired as to their former pupils. Miss Gifford resides at 2617 22nd Ave., West, Seattle, Wash., and Mrs. Frick at Langley, Wash., and both would like to hear from you. Marie also keeps in touch with Mr. Michael Lapides who now lives in New Haven, Conn. She has a genuine affection for all her former Berkeley teachers and is now happily planning a visit to Maj. and Mrs. Vernon S. Birck who live over in Hemet, Calif.

Many Southern California residents will remember Bill and Elsie (nee Plunkett) Reynolds of Englewood, Colo., who lived in Los Angeles for some years before going east. We just learned of the death of Bill, due to a heart attack Dec. 10 in Englewood. In addition to Elsie, Bill is survived by a daughter, Mrs. MaeBelle Berger of Pueblo, Colo.; a sister, four brothers, and three grandchildren. Services were held Dec. 14 at Englewood, a suburb of Denver. Friends may contribute to the General Rose Memorial Hospital Fund in memory of Bill.

Bill and Becky Hubbard are happily settled in their new home over in La Palma not too far from their former home in Bellflower. Becky still works several nights a week at her job on the Long Beach Press-Telegram. Others employed there include Emanuel Giambiarsi and Mercedes Blankenship; in fact, Dee has been working there for more than a dozen years. The newspaper is just about



"Merry Christmas" was Becky Hubbard's contribution at a 1965 Christmas party held at Paul Cummins Roaring 20's Restaurant in Beverly Hills. Co-chairmen of the event were Annie Levy and Ann Nelson. Other songs were rendered by Eva Kruger, Gertie Galloway and Peggy Rattan.

a block from the Long Beach Club so the three of them often find time to stop in after work these winter nights.

Amongst the Christmas mail was a note from Elmer York of Fowler, up near Fresno. Elmer happily informed us that he and Evelyn now boast of no less than SEVEN grandchildren, two boys and five girls, with the birth of a boy to their oldest son Nov. 20.

Just one more look back to 1965 and the really fabulous (that word is becoming a bit overworked, isn't it?) party given by Herb and Ruby Schreiber at their newly-decorated apartment in Inglewood Dec. 11. 'Twas the Schreibers' annual Christmas open house with folks invited to take part in a "Wild Hunt" which kept folks all agog for weeks before the event which turned out to be just THAT . . . a wild hunt! Guests started out by crumbling cookies which contained half-messages which they matched up with a partner and then the search was on! The "gimmick" was Herb's withholding two of the half-messages which resulted in Andrew Fugler and Marion Schlessinger spending a good wild hour hunting to no avail. The folks came early and stayed late and a merry bunch of them gathered 'round the punch bowl giving out with carols much to the entertainment of folks like George and Dot Young, Vic and Gertie Galloway, Lil and Bob Skinner, Ruth and Roger Skinner, David and Gloria Balacaier, Bill and Muffy Brightwell, Evelyn and Emory Gerichs, Buddy and Dee Blankenship, the Howard Holmeses, Andrew Fuglers, Kyle Workmans, Art Krugers, Nuernbergers, Lou Dyers, David Kisheneffs, Caligiuris, Kowalewskis, Leon Bakers, Marvin Greenstones, Vicki Santallanes, Greta Rabin, Ida Mae Adams, Marion Schlessinger, Annabelle Fahr, Vilma Ridler, Bebe Volen, Flo Cohen, Lenore Bible, Mia Strandberg, Lois Elliott and gay bachelors T. W. Elliott, Clarence Allmandinger, Cecil Christensen, Gerald

Burstein, etc. And, in listing the guests, Herb stated emphatically that John and Jerry were sorely missed! (Thank you, Fella! Truth to tell, we were close to tears the night of that party but we had a job to do at the Long Beach Club that evening and just lacked the courage to shirk our responsibility!) The gala evening ended with Bummy Burstein giving forth with "Auld Lang Syne" and folks reluctantly departed telling Herb and Ruby they were already looking forward to next December. By the way, the open house was the fourth such gathering given by the Schreibers and it promises to become an annual tradition.

New York . . .

Dr. LeRoy Subit had another miraculous escape from death last September when he was severely burned on the right side including his arm and face. It happened at his summer home in Dalton, Pa., as he was burning a heap of rubbish. A can of gasoline had been left in the rubbish by the previous owner of the place. The barking of his two dogs alerted a neighbor farmer who rushed Dr. Subit to a hospital where he was confined for some two months. Dr. Subit has since returned home but is still undergoing treatment.

"Red" Myers met and welcomed Otto Volkmann of Austria at Kennedy Airport the end of last September. Otto was accompanied by his hearing wife and daughter. "Red's" wife, Nellie, and Mrs. Al Berke were classmates of Otto's and he also knew their mother, Mrs. Hilda Rattner, in Austria. Otto visited here for several weeks a year ago and this time he plans to settle down and establish a home for his family, meanwhile staying at the home of Anna Tramazzo and working as a tailor, thanks to "Red" who helped him secure employment. Otto, a Catholic, states that he is much impressed by the warm friendliness of the Catholic and Jewish deaf of this country.

We enjoyed the postcards from Abraham and Minnie Barr and Ludwig and Gertrude Fischer during their two-month Mediterranean cruise. The four returned home in time for Thanksgiving.

Morris and Eva Davis and friends were involved in a three-car crash on Long Island Expressway the end of October. Jennie Malloy, 62, was killed instantly and Ed suffered six broken ribs plus internal injuries. Mrs. Herlands was knocked unconscious and suffered severe cuts which kept her in Syosset Hospital for two days. Mr. Malloy is still in the same hospital in critical condition.

The Jewish Society for the Deaf's Camp Fund received a boost from proceeds of the annual Halloween party given by the H.A. Sisterhood which attracted some 75 persons for cards and games. Responsible for the gathering were Anna Werner, Stella Eber, Ruth Goldberg, Fannie Lovett and Fay Sparaga, under the chairmanship of Bertha Kurz.

The New York City Civic Association of the Deaf, a branch of the Empire Association of the Deaf, held a meeting and

rally at De Sales Youth Club for the Deaf during mid-November with around 50 attending. This recently organized and fast-growing organization's officers are: Richard "Red" Myers, president; Samuel Lewis, vice president; Albert Hlibok, secretary; and James Stern, treasurer. Mr. Myers spoke concerning a future program soon to be tackled and the achievements of the Civic Association, most important of which was that the American Automobile Association had at last agreed to insure deaf drivers without restriction and at the same prevailing rates accorded hearing motorists on condition that they join the AAA as members. A course on Driver Improvement is planned for next spring since the last one was so successful due to the efforts of Aaron Hurwit, Abraham Barr and Joseph R. Collins who worked in cooperation with the Greater New York Safety Council.

Manhattan NFSD Div. No. 87, sponsored a big show at Fraternal House Nov. 20 with a record attendance of some four hundred persons. The Metropolitan Dramatic Club of the Deaf gave a three-hour play, a version of a famous English long-run stage show. It was the MDS's first attempt at that kind of production which required thousands of words of dialogue and it was quite a chore since many of the cast had little time for extensive rehearsing. However, they did real well under the direction of Mike Iannace. Mike enacted the starring role and his wife, Rita, also was cast in a supporting role. Lore Florsheim, Regina Levy, Robert Stein, Kenneth Mortenson and Morris Davis made up the remainder of the cast. Proceeds from the event were large and went to the Harris Taylor Camp Fund and the Gallaudet Home for the Aged Deaf. Much credit is due Chairman Irving Alpert and members of his com-

mittee for the event's outstanding success.

Miss Sally Auerbach and Mrs. Florence Grossinger enjoyed a recent flying tour of Mexico, visiting Mexico City, Acapulco and other points. Mrs. Grossinger, however, had to cut her trip short due to an emergency and returned to New York leaving Miss Auerbach to continue the tour alone.

Morris Davis, 67, won the Bernarr Macfadden Trophy for the third time on Nov. 25 for being the first man over age sixty to finish in the Annual Walker's Club of America's Thanksgiving Day walking race from City Hall to Coney Island, a distance of 10½ miles. Morris placed 13th out of 33 starters and won a beautiful silver bowl. His time was 1 hour, 52 minutes and 14 seconds. Diomedei Martori, a deaf marathon runner of Charleston, Mass., was entered in the race by Morris, as requested by Mr. Martori. However, Mr. Martori failed to put in an appearance.

November 27 was an evening never to be forgotten by the more than 200 attending a literary and movie night sponsored by the Hebrew Association of the Deaf. Amusing and delightful were the talks given by Jimmy Quinn, Bernard Teitelbaum, Emil Mulfield, Max Friedman and last, but not least, Jerald Jordan, and so were the songs rendered in the language of signs by George and Violet Armstrong. Perhaps the most entertaining was Mr. Jordan . . . he served as chairman of the International Games last summer. After a show of hands which indicated that most of those in the audience had been present at the IGD, Mr. Jordan told of the intricate planning done by the IGD committee and volunteers at Gallaudet College which doubled as a village for the American and Euro-

pean athletes and officials over a period of some three weeks. A witty and talented speaker, Mr. Jordan amused us greatly with anecdotes concerning the foreign visitors and we, having had the pleasure of being in the very midst of the goings-on the entire three weeks, found his remarks highly entertaining. There was a rousing ovation when Mr. Jordan gave tribute to some 200 volunteer workers, predominantly Gallaudet students on summer vacation at the time. Max Friedman chairmanned the gathering with the help of "Red" Myers.

Jimmy and Ruth Stern and children journeyed to Philadelphia the end of November to be present at the wedding of Jimmy's mother, Beatrice, to Mr. Jack Glenn of Los Angeles. Jack and Beatrice are making their home in Los Angeles.

The Metropolitan Dramatic Club held its regular quarterly meeting at the Catholic Deaf Center Dec. 10. The meeting was taken up mostly with the nomination and election of officers for terms covering the next two years. New president is Raul Maldonado and Joe Hines was elected vicepresident. Incumbent treasurer Ann Maldonado was re-elected. Anna Goldberg, recently wed to Tony Petrillo, declined to run again for the position of secretary and so did Morris Davis. However, Morris had to accept the post when the entire membership insisted on drafting him. New members of the executive board are Mike and Rita Iannace and Miss Judy Fleischer. New members of the MDC, welcomed during the summer, were Herbert Carroll, Irving Alpert, Robert Stein and Kenneth Mortenson.

District of Columbia . . .

Gallaudet College now boasts its very own post office complete with postal clerk. Alas, the trek to the local liquor store for postage stamps is no more! Perhaps sooner or later, they'll even start furnishing the students with scooters on which to get around the campus!

DCCD planned a gigantic New Year's Eve party which might well have been the last major social event at 911 Pennsylvania Ave., N. W. The club has its walking papers effective March 1.

Alex and Georgette Fleishman were elected to head the NFSD Div. No. 46 and Aux Frat Div. No. 151 respectively for 1966. Perhaps they take the togetherness bit rather seriously as both of them are prime movers in the organization. Rev. Otto Berg will serve as vice president and Isadore Zisman as secretary. Erick Fleischer is the new treasurer for the Frats. On the distaff side, we have Evelyn Cuppy in the vice presidency with Daisy D'Onfrio as secretary and Phoebe Tharp, treasurer.

The James Mansons hosted a Halloween party end of October and although it might be termed old news, the 40 persons attending had such a gay time we must tell you about it. John and Shelby Kubis showed up dressed as characters from TV's Addams Family and were adjudged the best costumed with Bilbo

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Monaghan taking the prize for most original . . . a huge pumpkin (the real thing) over his head. However, it was Al Sonnenstrahl who brought down the house! Al came attired in full evening dress . . . complete MINUS trousers . . . and took the prize for the funniest of 'em all, natch!

The Tom Cuscadens are finally settled in their new home in Silver Spring after commuting from Germantown the past several years.

The John Millers visited the Charles Buemi family, taking in the final days of the World's Fair; the Ammons were also there for a day as were the Mel Carters and Ron Nomelands . . . The Hutchinsons motored to Richmond, Va., recently for a visit with Meda's uncle . . . Leira Wurdemann treked to Philadelphia to see her parents . . . Betty Miller, Barbara Kannapell and Nancy Anderson motored to NYC to spend some time with Peggy Hlibok. That Kannapell lass could put the Gemini Project folks to shame the way she does get around! The three also found time to stop by and see Taras Denis . . . Harmon and Wanda Menkis welcomed another little tax exemption, a baby boy, during the late autumn . . . Carl and Eleanor Croneberg likewise announced the arrival of Lisa Karin. Both the Menkis and the Cronebergs have two other children.

Nebraska . . .

James Jelnick of Omaha flew to Los Angeles for the wedding of his niece. He was also the guest of honor at a party given by John Rabb and attended by former Nebraskans, the Clayton Lees, Robert Nelsons and Roland Jameses.

Bob and Ethel Reicher of Beatrice, Neb., paid Berton and Irene Leavitt a surprise visit while they were in Lincoln for a dinner with relatives. They mentioned having stayed overnight with Mr. and Mrs. Doral Owens in Kearney where they had gone to visit their son Wayne who is attending Kearney State Teachers College. Della Owens is now in good health and is back at work making drapes.

Evelyn Fix of Plymouth, Neb., was fitted with a special contact lens at the Medical Center in Kansas City, Kan., and is now happy to be able to see much better.

Rev. Herman Graef, pastor for Lutheran Deaf in the Omaha field, has accepted a call to serve a hearing church in Omaha and took up his duties in December. Vicar Myron Prok who has been showing rapid improvement in the use of the language of signs can be expected to remain in Omaha until next fall and the Omaha group hopes that before then, they will have located a successor to Rev. Graef.

Emma Marshall and Maude Burlew went to Omaha on Nov. 15 to visit with Emma's brother, Charles, from Jacksonville, Ill., at the Scott Cuscaden home. Charles was in Omaha with some other friends who came for the bowling tournament.

Sister M. Floretta of Milwaukee, Wis., visited the Jake Sievert family of Ash-

ton, Iowa, some time ago, accompanied by Sister M. Reynolds. Sister Floretta has taught the children at St. John's School for the Deaf at Milwaukee for 40 years. Mrs. Jake Sievert and Thomas Sievert took the Sisters to Columbus, Neb., to visit there for five days and they also visited the Nebraska School for the Deaf and Boys Town and were the guests of the Scott Cuscadens at dinner.

We were sorry to hear of the death of Mrs. Esther Steib of Lexington, Neb., who died suddenly at the age of 43. She was the sister-in-law of Rosie Steib Gohm of Oregon and Anna Bagsby of Los Angeles.

The baby boy of Delbert and Shirley Meyer of Arlington, Neb., is at home from the hospital where he had been confined for observation and special care.

Mrs. Garrett (Sheryl) Nelson was hospitalized for an operation in October. Garrett and his family are now in Arizona staying with Sheryl's parents. The move was necessary because Garrett's hands, burned in an accident last February, are very sensitive to cold weather.

Nearly 60 persons attended the surprise housewarming party at Otto and Lillian Gross' home in October, presenting them with a couple of pretty table lamps for the living room.

Dennis and Lois Wernimont of Omaha announced the arrival of a baby girl on Nov. 25.

Harold and Eileen Pech of Gardena, Calif., were in Nebraska during November visiting relatives and were the guests of honor at the Don Jecks' in Omaha. They were treated to a dinner at Marschio's Cafe by a group of close friends.

Mrs. Joe Kalina, Jr., now has three grandchildren. Their son Albert and wife had another baby girl named Sharon. This gives them a nice family of two girls and one boy. They are living in Virginia where he is stationed in the Army.

Wisconsin . . .

Mr. and Mrs. Ralph Voss welcomed their first child, a baby girl, Sept. 18. So did Mr. and Mrs. Lamont Klecot (nee Vivian Hurd) of Waukesha, a baby boy born Sept. 26. Another first baby arrived at the home of Mr. and Mrs. James Evenson (nee Rosella Geil) of Appleton Sept. 19. Baby's name is Sandra Ann. Mr. and Mrs. David Pufahl (nee Prudy Polcyn) announce the arrival of Liza May on Oct. 6.

Miss Nancy Mallot of Boscebel announces her engagement to Thomas Porter of Madison. Both Nancy and Tom are graduates of the Wisconsin School. Melvin Newby and Kathy Thomaschake postponed their planned December wedding to June 4, 1966. Another wedding set for next June is that of Susan Tadych and David Sommers . . . June 11 to be exact.

Mrs. Alice Coffin of Milwaukee passed away Oct. 6 at the age of 61. Death was attributed to cancer. Survivors include her husband Charles. Alice was a faithful member of the Milwaukee Silent

Club and the NFSD Auxiliary and is sadly missed. Interment was at Pinelawn Memorial Park.

Last September the Milwaukee Silent Club, 622 N. Broadway, announced in the local newspapers that a language of signs class was being formed and sponsored by the State Service Bureau for the Deaf. Thirty-six people registered for the first class the end of September and since then two classes are held one day each week, one in the afternoon and another in the evening. Instructors are Kenneth M. Steinke and Mrs. Lauraine Kuklinski. Lauraine is the daughter of deaf parents.

When Sen. Robert F. Kennedy paid a recent visit to Milwaukee, Dorothy Dornrois was the first in line to meet him and speak a few words with him. Dorothy waited outside the Hotel Pfister for several hours just to meet him and the encounter gave her a real thrill.

That was quite a go-go party Robert Bolger of Madison chairmanned the end of November at Madison's Turner Hall. The event advertised as "Where the Action Is" drew quite a good crowd, all of whom enjoyed the entertainment and the dancing to live music by "The Calentys." All proceeds went into the Alumni Fund of the St. John's School for the Deaf.

Folks around Milwaukee are enjoying the spacious new quarters at 622 N. Broadway. The grand opening held last fall drew a record attendance, most of them from out-of-town.

The Milwaukee Deaf Bowling League meets at Rose Bowl each Wednesday night at 6:45. The Deaf Ladies Bowling League also bowls there at the same hour and quite a crowd of spectators shows up each Wednesday night to watch the action.

Things are looking up for the Milwaukee Silent Club's basketball team. Home games are held at St. Martin Gym on South 16th Street at Orchard and Coach Francis Thompson has high hopes for his boys this season.

Lt. Robert Ziarnik, son of Mr. and Mrs. Theodore Ziarnik of Milwaukee, has been promoted to captain at the local police department. Robert, only 38, is the youngest officer ever to be given such a promotion in Milwaukee. Previously he was in charge of the night traffic bureau.

Colorado . . .

Mrs. T. Y. Northern has given up the idea of going to California in order to be near her daughter, Mrs. Mabel Finnell, who has been convalescing from her second skin graft.

Mrs. Ralph Moers (Carol) is now home from major surgery at General Rose Memorial Hospital and is almost her old self again.

Keith Ferguson, who underwent surgery for gallstones in November, is now in circulation again and looking fine.

Mrs. Dolly Keliher reports that Mr. and Mrs. Don White (nee Estella Hillyard) have a baby girl born on Nov. 8 and

named Donna Lynn. The Whites now live in Warrensburg, Mo.

Edward P. Johnston, Jr., of Security, Colo., became a grandfather for the first time when a baby girl was born to his daughter Jannette on Nov. 3.

Mr. and Mrs. Clarence Schmidt are grandparents again. Their daughter, Mrs. Thomas Harris had a baby girl, Christine Marie, on Oct. 16.

Bernard Salazar is now employed at the Colorado School in Colorado Springs.

Eddie Rodgers is now working for a newspaper in Detroit, Mich., and will return to the ITU School in Colorado Springs in January.

Mr. and Mrs. John Buckmaster and Rose Ann moved into their new home, just completed in time for Christmas, in North Glenn, a subdivision of Colorado Springs.

Roaming the Range With El Gaucho

Danny Baker and Bush Price, both of Dallas, have been quite ill for some time.

Dallas Club officers for 1966: Charles Cunningham, president; Bob Wood, vice president; Mrs. Troy E. Hill, secretary; Billy Usrey, treasurer. Board members: E. Ugarte, John Jordan, M. Butler, L. Tomlinson, Mrs. Elma Kerr, George Wilson, Mrs. Lottie Sevier, Bobby Hallmark, Carlos Holdridge, Miss Rae Field, Billy Collins and Teddy McCann.

Dallas' basketball team, coached by Bobby Hallmark, has the following roster: Teddy McCann, G. Boren, Charles Niel, Larry Strain, D. Dube, C. Kizer, Donald Greer, Storey, Morgan and W. Woodsides. The team is playing in a Dallas city league.

El Gaucho went to Akron, Ohio, for the 50th anniversary banquet of Akron NFSD Div. No. 55 held on Dec. 11. He was delighted to renew acquaintances with old friends such as the Andrewjeskis, G. Barron, Mark Bailiff, Jack Falcon, the Lonnie Irvins, Harold Newman, Russell Shannon and Roy B. Conkling. The B. M. Schowes and the Jay Browns were among those El Gaucho missed seeing. He recalls Akron oldtimers who have gone on—Kreigh Ayers, Tom Blake, Arthur Classen, Clifford Dille, J. Dowell. Royal W. Durain, J. Flynn, Leo Frater, James Hammersly, Hafford Hetzler, John T. Hower, M. Krohngold, L. Laingor, Albert Lenz, Park Myers, William Pfunder, A. Pickle, Iva Robinson, Louis Seinsensohn, Clifford Thompson, Frank Zitnik, N. Pilliod and a former classmate from South Dakota who was a Miss Jungwith.

On his way home, El Gaucho stopped over in Chicago and visited the Globe Reweaving Co., owned by Mrs. William Suttka, and the Home Office of the NFSD in Oak Park. He ran into Grand President L. S. Cherry, speaker at the Akron banquet, again and talked with Leonard Warshawsky. Frank Sullivan was out of town.

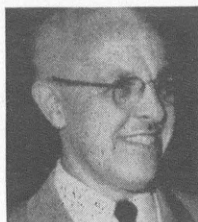
QUESTIONS AND OPINIONS

on

Parliamentary Procedure

By Edwin M. Hazel

Qualified Parliamentarian, Member, the National Association of Parliamentarians, and the Chicago Association of Parliamentarians, American Institute of Parliamentarians, Illinois Association of Parliamentarians



LIFE'S CLOCK

The clock of life is wound but once,
And no man has the power
To tell just where the hands will stop
At late or early hour.

To lose one's wealth is sad indeed:
To lose one's health is more:
To lose one's soul is such a loss
As no man can restore.

The present only is our own,
Live, love, toil with a will—
Place no faith in "tomorrow"—for
The clock may then be still.—Anon.

Q. What should a member say if he wants to call an adjourned meeting—a continuation of the same meeting?

A. When the Chair (presiding officer) recognizes him (permits him to have the floor), the member should say, "Mr. President, I move that when we adjourn to meet here (any place), next Wednesday evening (any day) at 8 o'clock (any time)." When the motion is seconded, the Chair puts it to a vote without debate, thus: "It is moved and seconded that we adjourn to meet here next Wednesday evening at 8 o'clock. Those in favor raise their hands. Those opposed raise their hands. The affirmative has it, and the motion to meet here next Wednesday evening at 8 o'clock is adopted. The meeting stands adjourned and the adjourned meeting will be held here next Wednesday evening at 8 o'clock." Or "The negative has it, the motion to meet here next Wednesday evening at 8 o'clock is lost." The Chair then declares the meeting adjourned. He says, "The meeting stands adjourned and the unfinished business will be taken up under the order of unfinished business at the next regular meeting." If postponed, every member should be notified of the postponement.

Q. Should the same member who moved to lay a motion on the table move to take it from the table?

A. No.

Q. Does a member have the right to name a person in debate?

A. No. Parliamentary law excludes the unnecessary mention of members in debate when other designations will answer as well. Generally, reference to a member as "the gentleman (or the lady) on my right," "the brother (or the sister) who immediately preceded me," etc., will be found definite enough, but were there several members representing the same local and others and all seated in the same part of the hall, and none distinguishable as the preceding speaker or by any like designation, it would be both proper and parliamentary to allude to one of them by name.

True or False

(Answers on Page 17)

- T or F 1. A president has a right to vote.
T or F 2. The recording secretary may make complimentary remarks, about discussions, debates, papers or addresses delivered in the minutes.
T or F 3. We may elect candidates by plurality vote (more votes than any other candidates) instead of a majority vote (more than half of the votes cast).
T or F 4. The board of directors or executive committee of a national or state body may select a convention delegate without the vote of the assembly of a local.
T or F 5. The secretary should read the minutes at every monthly meeting club.
T or F 6. A national or state officer does not have the right to attend meetings of a local unless he is invited.
T or F 7. Committees should be composed of an odd number of members.
T or F 8. It is out of order to move to make the ballot vote unanimous in elections and trials.
T or F 9. Follow Robert's Rules of Order, Revised, when there is no rule on a question or matter in the constitution, bylaws, standing rules or even state laws.
T or F 10. The president of an organization has control over the seating of members.

Deaf Forelady Praised

Mrs. Bessie Humphrey of Vancouver, Wash., a deaf forelady at the Evergreen Laundry and Dry Cleaning Plant, received praise from Vancouver Jaycees who staged the 1965 Miss Washington Pageant last summer.

A 16-year veteran employe and versatile cleaner and presser, she directed her employes and pressed the gowns for the participants in the pageant where Miss Kippy Lou Brinkman of Richland, Wash., was chosen Miss Washington.

Mrs. Humphrey received a note of appreciation which read, "To Evergreen Employees: Thank you so much for your most appreciated help in our 1965 Miss Washington Pageant."

"You did a lovely job of pressing the gowns and helped to make our Pageant the success it was. I thank you again for the girls and for the Vancouver Jaycees. (signed) Bonnie Firstenburg."

Mrs. Humphrey's husband, Homer, is employed at the Washington State School for the Deaf in Vancouver.

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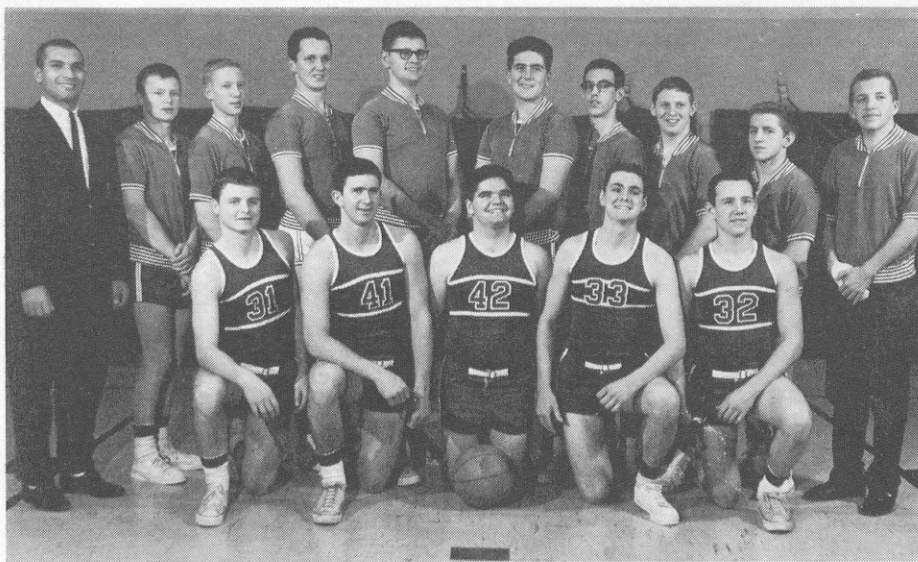
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For a Memorable Experience for you

When you reach Boston, the All-American City, enjoy our tournament and meet new faces of deaf people, and visit our Historic Shrines; To visit Mayflower II and the Pilgrim Village is an inspiring glimpse into the life of the Pilgrims who ventured to America for their belief and a new way of life.

Massachusetts is everybody's home state. This is where America began. At Lexington Battle Green the first shot of our Revolution was fired and this sacred village green is still very much the same as it was in 1775. Towns or village has some claim on history, and its people take great pride in telling the visitor just how it happened. More than 300 years ago the Pilgrims and the Indians sat down to a feast we now call Thanksgiving day. Since that day, good food has become such a specialty in New England that people travel many miles to sit at New England's tables. Think of the famous dishes that have been born in New England—stuffed lobster and fried clams, fish chowder, baked beans, apple pie and Indian pudding . . . all delicious and all as traditional as New England herself. Places to eat are as different in tone and atmosphere as the good foods they serve. From dockside restaurants with seafood specialties to sophisticated city dining, there's an enormous variety to be sampled and enjoyed. Wherever you choose to eat, hospitality is as much a part of the food as salt and pepper. Three centuries of innkeeping have made New Englanders expert at making you happy and comfortable. Their tables are set now—for you.

BOSTON HISTORIC TOUR includes a free ride on our bus for sight-seeing Bunker Hill Monument, Paul Revere's House, Faneuil Hall, Old State House, King's Chapel, U. S. Constitution (old Ironsides ship), Boston Massacre, Birthplace of Benjamin Franklin, Boston Common, and Old South Meeting House.



DEAF PREP BASKETBALL TEAM OF THE YEAR—This is the 1964-65 squad representing Austine School for the Deaf, Brattleboro, Vt. The Arrow cagers sported the best cage record with 17 wins and only 6 losses since the school was founded in 1912. They also copped two school for the deaf tournaments—Division II of Eastern Schools for the Deaf and New England Schools for the Deaf. The team had height, too. For example . . . Harold Locke, 6-1; Gary Dennis, 6-1; Clyde Kimball, 6-2; and Charles Johnson, 6-1. Two of the starters, Maurice Tardiff is 5-11 and Larry McNall is 5-10. The Austine hoopsters pictured here are from left to right: Front row—Donald Powers, Harvey Locke, Larry McNall, Clyde Kimball, Maurice Tardiff. Second row—Coach Dominick Bonura, Teddy Renaud, Kenneth Cloran, Frank Burbank, Charles Johnson, Donald Cutts, Stephen Williams, Bruce Hubbard, Gilbert Young, Gary Lumbr, manager. Not pictured, Gary Dennis.

1966 is here, so it's "Happy New Year" to you all who have faithfully followed around with us ever since we began our career of writing about sports of the deaf way back in 1935, first with the defunct New York Journal of the Deaf, then the defunct Silent Broadcaster and now **THE DEAF AMERICAN**.

During the memorable 1965 we were so occupied with countless details in connection with the X International Games for the Deaf that we missed, for the second time, our annual story on deaf prep basketball scheduled for the June edition, and also delayed in staging the annual mythical national schools for the deaf track and field championship for the spring of 1965.

We all agreed that our annual roundup on deaf prep basketball and track and field should be recorded in this issue, so here they are . . .

The 33rd annual Eastern Schools for the Deaf basketball tournament held at Romney, the home of the West Virginia School for the Deaf, Feb. 18-20, 1965, produced the biggest surprise of the year and also in the history of the tournament. Kendall School for the Deaf of Washington, D.C., a **Class B school**, came from behind in the second half to defeat Western Pennsylvania in overtime, 64-63, for the championship of the Division I. In 1964, Kendall won the Division II crown, so it was forced to play in the top division.

Surprised? . . . but when you think about this school the year before, you could remember that a few of its top

players showed a lot of natural ability. Wilbert Stewart must have put a lot of work in on his players. They worked together very well, shot well and did not lose their poise.

Mt. Airy was favored but Coach Erv Antoni's boys were not shooting good enough when it counted the most. The "proof of the pudding" was the way they tore apart a good West Virginia team in a game for third place. They had the team but could not get loose enough to cope with a good team that the Lions of the Western Pennsylvania School put on the floor in the semifinal contest.

They saw more good "shots" than they have ever seen in one tournament. Bill Huttinger of Mt. Airy was the top scorer of the Division I meet with 73 points for an average of 24.3 points per game, while Maurice Tardiff of the Austine School for the Deaf of Brattleboro, Vt., was tops in scoring of the lower division with a 33.5 mark, 67 points.

Kendall had a good team. Its first five players were very good and they played well together. They had a little height, shooting ability and excellent rebounding by their big boys. It was an exciting game that everyone enjoyed. Most of the other players were glad to see a Division II team win the **big one**.

Now you may ask . . . "Who is Wilbert Stewart? Well, he is a Los Angeles boy, a graduate of the class for the deaf of Hollywood High School, who is now in his senior year at Gallaudet College, majoring in business administration-ac-

counting. Wilbert considers his part-time employment as the basketball coach and recreation director at the Kendall School grossly enriching in experience. His parents are deaf, living in Los Angeles.

Results of this tightly-contested 33rd annual Eastern cagefest . . .

Mt. Airy 57, Fanwood 42.
Western Pa. 51, New Jersey 48.
Kendall 66, American 57.
West Virginia 56, St. Mary's 54.
Fanwood 52, New Jersey 44.
St. Mary's 64, American 61.
Western Pa. 62, Mt. Airy 61.
Kendall 59, West Virginia 57.
Fanwood 61, St. Mary's 54 (5th place).
Mt. Airy 91, West Virginia 63 (3rd place).
Kendall 64, Western Pa. 63 (overtime—final).

Results of the Division II games . . . Maryland 64, Maine 53; Austine 62, Rome 36; Rome 52, Maine 37 (3rd place); Austine 75, Maryland 44 (championship).

Bill Huttinger was tabbed the best player of the tournament. He made the all-tournament first team together with William Ray of Kendall, Scott Sigoda of Fanwood, George Prentice and Tom Kuszaj, both of Western Pennsylvania.

The "Team of the Year" has to be the Arrows of the Austine School for the Deaf from Brattleboro, Vt. They posted a sparkling 17-won, 6-lost record for the 1964-65 campaign. And they have a new top-notch mentor in Dominick Bonura, a Gallaudet College graduate who was coach of the Kendall School the year before.

For the first time since its founding in 1912, Austine entered the eastern division of the class "S" high school basketball tournament.

After qualifying for the semifinals of the Vermont sectional play with two playoff wins, the Arrow hoopsters left for Romney, W. Va. And when they returned from West Virginia and the Eastern Deaf School Division II championship tucked under their arms, they lost a tough one to Concord High School in the semifinal of the Vermont high school meet, 74-65.

The traveling Austine outfit then journeyed to Portland, Me., for the second annual New England Schools for the Deaf cagefest held on March 12-13, 1965. The Arrows captured the crown with a 79-55 victory over Clarke School for the Deaf of Northampton, Mass., in the finals. This was Clarke's first loss to a school for the deaf in its history.

Austine reached the finals with a 77-46 victory over Rhode Island, while Clarke defeated Boston School for the Deaf to reach the finals. Rhode Island beat Boston for third place, 72-35. Other schools competing in this tournament were Maine, Mystic (Conn.) and Beverly (Mass.).

The top players of this 2nd annual New England meet were Harold Locke, Maurice Tardiff and Gary Dennis, all of Austine; Ronald Borne of Clarke, and Steven Hargreaves of Rhode Island. A 6-2 cen-

SPORTING AROUND

With ART KRUGER

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This is the youngest cage team of any school for the deaf cage squad as ALL of these hoopsters were less than 17 years old (between 14 and 17). Yet they worked together very well throughout the 1964-65 season and surprised everybody when they copped the Division 1 of the 33rd annual Eastern Schools for the Deaf basketball tournament championship. The KENDALL SCHOOL FOR THE DEAF quintet from Washington, D. C.: First row, left to right: Rodney Reid, Melvin Quarles, James Davis, Gregory A. Proctor, Justin Miller, John Yeh. Second row: Wilbert Stewart, William Ray, Fred Pickering, Gerald Miller, John Borum, Bobby Sogolow.

ter, Hargreaves was the top rebounder and scorer of this meet.

Now let's switch reels to two other tournaments of the deaf in the South, in which two unseeded teams copped the titles.

The Tennessee School for the Deaf Vikings rose from an unseeded spot to the championship of the 13th annual Mason-Dixon Schools for the Deaf Basketball Tournament, held at Knoxville, Tenn., Jan. 29-30, 1965.

Tournament results:

Tennessee 42, South Carolina 38.
Florida 77, Virginia 48.
Alabama 77, Mississippi 43.
Louisiana 76, North Carolina 62.
Virginia 68, South Carolina 52.
North Carolina 80, Mississippi 48.
Tennessee 44, Florida 36.
Louisiana 45, Alabama 44.
North Carolina 58, Virginia 53 (5th place).
Alabama 87, Florida 63 (3rd place).
Tennessee 34, Louisiana 33 (championship).

Tension was high throughout the entire championship game. With seven seconds remaining on the clock the Louisiana Mustangs were leading 33-32 and were at the foul line for a one shot foul. A timeout set the strategy for the Vikings. Instructions were to get the ball to Frank Patton regardless if the foul shot was good or not. Frank's instructions were to take the ball down the floor himself and to shoot if possible. If he could not shoot he was to try to draw a foul or to find someone open for a shot. The Louisiana foul shot hit the rim and the rebound was controlled by none other than Patton. Frank followed his instructions to the letter as he drove the length of the floor only to be stopped by alert Louisiana defenders. Frank could neither shoot nor draw a foul, but his third alternative could not be stopped. Frank spotted Albert Owens breaking down the middle of the key and hit him with a perfect pass. As the ball hit the backboard the horn sounded, the ball then dropped through the net to give the Vikings their third championship of the Mason-Dixon tour-

ney in the last four years.

Frank Patton of Tennessee was chosen the MVP in the 1965 edition of the M-D meet. He together with Albert Owen made the all-tournament team. Others selected were James Clements and Larry

Holloway both of Louisiana, Tommy White of Alabama, Roger Moss of North Carolina, James Leek of Florida and Jerry Cooley of South Carolina. At age 16 and 6-4, Tommy White already has every move he needs to be an All-American deaf prep selection. Watch him!

The Mississippi School for the Negro Deaf won a tourney of national flavor at Baton Rouge, La., by stopping favored Alabama School for the Negro Deaf in the finals. This was the 9th annual edition, held on March 19-20, 1965, for the schools for the Negro deaf in the South.

Mississippi entered the tourney unrated although it had compiled a 22-6 record. Tourney results:

Alabama 73, Louisiana 42.
Mississippi 76, Georgia 44.
Florida 74, Arkansas 32.
Alabama 56, Texas 47.
Mississippi 75, Florida 68.
Texas 66, Florida 64 (3rd place).
Mississippi 79, Alabama 64 (championship).

George Robinson, Jack Walker and Charles Coward led the Mississippians over Alabama and were picked on the all-tourney team. Others chosen were John Bookman and Melvin Lowe of Texas, Roosevelt Cunningham and William Selan of Alabama, Norris Keel and Herman Buckman of Florida and Henry Hayes of Louisiana.

In the Farwest Colorado and Washington and also Idaho were the top teams.

The Colorado School for the Deaf Bulldogs compiled a 4-13 won-lost record and

16th Annual

ALL-AMERICAN DEAF PREP BASKETBALL LINEUP

First Team

Name and School	Age	Ht.	Wt.	Class	Pts. Av. Per Game	Coach
Albert Owen, Tennessee	19	5-10	155	Sr.	9.0	Collins
Randy Letkiewicz, Wisconsin	19	5-10	150	Sr.	32.7	Peacock
Roosevelt Cunningham, Ala. Negro	18	6-1	170	Jr.	23.1	Stamps
Donald Maynard, Arizona	18	5-7	145	Sr.	21.7	Lee
William Huttering, Mt. Airy	19	6-1	170	Sr.	21.9	Antoni
George Robinson, Miss. Negro	19	6-2	165	Sr.	23.9	Dorsey
Jerry Studer, St. Rita	19	6-2	180	Sr.	22.0	Sweeney
Harold Locke, Austine	18	6-1	190	Sr.	12.1	Bonura
Charles Coward, Miss. Negro	17	5-10	155	Soph.	24.1	Dorsey
Eddie Leighton, Minnesota	19	6-1	170	Sr.	19.3	Mathews
Dick Kinney, Indiana	18	5-9	150	Sr.	14.8	Massey
Everett Bragg, Ohio	18	6-2	180	Sr.	15.3	Schwarz

Second Team

John Bookman, Texas Negro	18	5-7	145	Jr.	25.7	Caldwell
Gary Shiplet, New Mexico	18	5-11	165	Jr.	24.1	Garica
James Scott, N. C. Negro	18	6-1	160	Jr.	23.1	Nelson
William Ray, Kendall	17	6-0	145	Jr.	18.0	Stewart
Allen Duve, Texas	18	5-10	165	Jr.	17.3	Snowden
Lance Arave, Idaho	18	6-4	175	Jr.	21.2	Wilding
James Leek, Florida	19	6-2	175	Sr.	15.0	Slater
William Selan, Ala. Negro	18	5-11	160	Jr.	19.5	Stamps
Maurice Tardiff, Austine	17	5-11	155	Jr.	24.0	Bonura
Gerald Miller, Kendall	17	6-0	190	Jr.	15.2	Stewart
Larry Munn, Missouri	18	5-10	165	Sr.	11.3	Davis
Larry Moss, North Carolina	18	6-2	200	Jr.	14.5	Tuttle

SPECIAL MENTION to outstanding freshmen: Kenneth Eurek, Nebraska; Scott Segoda, Fanwood, and Tommy White (6-4), Alabama.

SPECIAL MENTION to outstanding sophomores: Bobby Reagan (6-3), Arkansas; Steven Hargreaves (6-2), Rhode Island, and George Prentice, Western Pa.

SPECIAL MENTION to outstanding juniors: Jerry Moore (6-0), Riverside; Danny Ward, Colorado; Stanley Mals (6-3), Florida; Dick Olsen, Oregon; Larry Reedy (6-0), Maryland; Fred Pickering (6-0), Kendall; Thomas Kuszaj, Western Pa.; Mike Griffin, St. Mary's; Frank Patton, Tennessee; James Clements and Larry Holloway, both of Louisiana; Norris Keel, Florida Negro, and David Fontana, Washington.

SPECIAL MENTION to deserving seniors: Ernest Evans, West Virginia; Ronald Borne, Clarke, and Gary Dennis (6-1), Austine.

HONORABLE MENTION to departing seniors: Ron Level, Washington; Bob Goodwin, New Jersey; David Westerman, Kansas; David Lawrence, American; Gary Cain, Oklahoma; Thomas Wilkerson, Georgia Negro; Mike Hummel, Illinois; Bill Lindquist, Illinois, and James Dudasik, St. Rita.



Here "1964-65 Deaf Prep Basketball Coach of the Year" PAT SWEENEY attempts to get his instructions across to his boys: No. 35 Roy Duket, No. 45 Douglas Brockman, No. 33 All-American Jerry Studer, No. 43 James Dudasik, No. 21 Frank Ninnemann, and No. 31 Toby Petrie. They represented the St. Rita School for the Deaf from Cincinnati, Ohio. Result? These Lion cagers enabled the school to post a sparkling 20-won, 2-lost record, and gave Coach Sweeney a glossy 104-won, 48-lost mark over seven seasons. This was the first time a St. Rita team has won 20 games in one season. This was a senior-studded squad. Only Roy Duket at 6'4" was a junior. And Coach Sweeney was able to accomplish this outstanding feat with only those SEVEN players on the varsity. Jerry Studer ended his basketball career out now owns many of the individual cage records. He grabbed 356 rebounds for an average of 16.2 to break his own record of 232 made in 1963-64, and also increased his total points to 1697 to demolish John Kaleta's mark of 1327 (1958-62). Kaleta is now a member of Gallaudet College five. And Jerry's play during the 1964-65 campaign was very consistent. His season scoring went like this: 35-17-16-22-32-24-19-33-17-14-16-20-21-12-29-29-23-23-22-25-17-17. The school's only two losses of the season were to the same high school, Lincoln Heights, 45-63 and 65-70.

wrote a 3-9 in tough Black Forest League competition. Despite this losing record, Colorado in comparison with other teams from schools for the deaf should be considered among the best team in the Far-west.

The Bulldogs beat New Mexico, 61-43. This leaves Colorado in a position of being able to claim championship of the South Farwest. This claim is based on the following results . . .

Riverside 47, Berkeley 37.
Arizona 49, Riverside 42.
New Mexico 50, Arizona 47.
COLORADO 61, New Mexico 43.

Up in the Northwest, Idaho beat Utah, 69-54, and Washington completed a three year dominance over Oregon as it won twice, 50-42 and 44-43.

We would rank the Texas School for the Deaf Rangers above any team in the whole Farwest and also in the Southwest. The team that the Texas School had the recent season was the best produced since the 1958 team with Sammy Oates at the helm.

Results of other important interschool for the deaf games during the 1964-65 campaign:

Indiana 64, Wisconsin 48.
Indiana 81, Illinois 72.
Indiana 61, Kentucky 60.
Ohio 60, Indiana 58.
ST. RITA 58, Kentucky 47.
ST. RITA 50, Ohio 48.
OHIO 71, Western Penna. 55.
Missouri 53, Illinois 49.
Missouri 43, Kansas 40.
Kansas 59, Nebraska 33.
Iowa 68, Nebraska 65.
MINNESOTA 83, South Dakota 63.
Florida 71, Georgia 40.
Kendall 50, Virginia Negro 32.
Kendall 66, Virginia Negro 34.
NORTH CAROLINA NEGRO 111, Virginia Negro 69.
New Mexico 52, Oklahoma 44.
Arkansas 50, Oklahoma 44.
Arkansas 60, Mississippi 45.
TEXAS 84, Oklahoma 41.
St. Rita School for the Deaf of Cin-

cinnati, Ohio, had a glossy 20-2 record, which boosted Coach Pat Sweeney's record to 104-48 for seven seasons. This was the best cage record in the history of the school.

Other schools having very impressive records were Texas Negro (30-6), Mississippi Negro (25-6), Alabama Negro (26-12), Kendall (18-7) and Austine (17-6).

And seven more schools put forth a winning season. They were Mt. Airy (13-10), Rhode Island (13-7), Washington (13-8), Florida (12-11), Texas (16-11), North Carolina Negro (13-10) and Florida Negro (15-14).

Randy Letkiewicz of Wisconsin was the top deaf schoolboy scorer of the 1964-65 season. He clipped along at 32.7 points per game, 556 points in 17 games.

John Bookman of Texas Negro scored the most points in a season when he garnered 898 points in 35 games for a 25.7 per game average. Roosevelt Cunningham of Alabama Negro registered 815 points in 35 games, a 23.1 average. Other players who averaged more than 20 points per game were Charles Coward of Mississippi Negro (24.1), Gary Shiplet of New Mexico (24.1), Maurice Tardiff of Austine (24.0), George Robinson of Mississippi Negro (23.9), James Scott (North Carolina Negro (23.1), Jerry Studer of St. Rita (22.0), Donald Maynard of Arizona (21.7), William Huttinger of Mt. Airy (21.9), Lance Arave of Idaho (21.2) and Bobby Reagan of Arkansas (21.0).

Among the deaf prep girl cagers, George School for the Negro Deaf had a tremendous record, winning 20 and losing only 2. The team which took first place in the district and third place in the regional was piloted by Ezekiel McDaniel, Sr.

Washington Terriers Set National Deaf Prep Record

There is not much to say about deaf prep track and field the past Spring, but there was one national record being demolished.

The mile relay team composed of Bill Armstrong, Ron Level, Allen Deniston, and Eddie Stehr representing Washington School for the Deaf wiped off the books the national deaf prep mark of 3:33.5 set by Louisiana Mustangs in 1963 when they posted a winning time of 3 minutes 33 seconds at a triangular meet at Washougal, Wash.

Lonnie Winston of the Governor Moreland School for the Negro Deaf, Raleigh, N. C., produced the brightest spot of the deaf prep track season, when he won the 220-yard dash in 21.4 in the state Class B meet and also second place in the 100-yard dash in 9.8. He was a member of the United States' record breaking 400 meter relay squad at the recent Xth Games, and also helped the USA sweep the 100 meter dash when he took a bronze medal.

Winston, by the way, was the main reason why the North Carolina School for the Negro Deaf won the 23rd Mythical National Schools for the Deaf track and field championship. This was the second straight year the Negro deaf prep school copped the crown. The year before it was the Florida Negro school.

The N. C. Negroes scored 48 points to finish 3 1/12 points ahead of Riverside. Behind the Southern Californian's 44 11/12 points were the Washington Terriers with 44 1/2.

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DEAF PREP TRACK TEAM OF THE YEAR PILOTED BY DEAF PREP TRACK COACH OF THE YEAR—This squad represented Washington School for the Deaf which had a very impressive season. The tracksters from left to right: Front row—Moo Bew Ong (manager), Danny Steiner, Andy Francis, Severo Sotelo, Gerald Oswald, Eugene Edwin, Mike Wright, and David Brenden (manager). Middle Row—Mike Dota, Doug Jacobsen, Bill Armstrong, Allen Deniston, Eugene Ackerman, Arley Dominguez, Sherel Thomas, Ricky Nicolet and Wayne Peters. Back Row—Coach Devereaux, George Tonsing, Ron Level, Barry Reimers, Gary Ward, David Fontana, Douglas Tong, Gerald Finn, Ronald Jerry, Jerry Harris, Francis Martin, Albert Dial, Craig Jacobsen, Eddie Stehr and Jim Roth.

Twenty-five out of 38 schools scored in this mythical meet.

North Carolina Negro	48
Riverside	44 11/12
Washington	44 1/2
Berkeley	36 1/2
Oregon	23
Florida Negro	23
Louisiana	22 1/2
Indiana	21 1/4
Missouri	18 1/3
Ohio	18 1/4
North Carolina	17 1/4
Mississippi Negro	13
Georgia	11
Oklahoma	10
Wisconsin	8
Idaho	8
Iowa	8
Arizona	7 5/6
Texas	5
Kansas	4
Western Penna.	2 1/3
West Virginia	2 1/3
Illinois	2
Michigan	1
Georgia Negro	1

Other schools competing were Rome (N.Y.), Austine (Vt.), Kentucky, Minnesota, South Dakota, Colorado, Mississippi, Nebraska, Maryland, New Mexico, Tennessee, Fanwod (N.Y.) and North Dakota.

The other bright spots were . . . Eddie Stehr of Washington setting a new sub

district record of 50.8 seconds for the 440-yard dash beating the winning time for the same distance by the class AA schools

. . . Bill Armstrong also of Washington running the half mile in 2 minutes 2.9 seconds for a new Trico meet standard

. . . Mike Mahoney of Riverside running a fine mile time of 4:32.6 before he became ill and had to drop out for the remainder of the season . . . Robert Shipley of Indiana winning the school's first Tech sectional long jump title in history with a leap of 21 feet 7 1/4 inches . . . Larry Johnson of Idaho capturing the State Class B two-mile run title for the second straight year . . . Frank Crouch of Missouri taking the 100 and 220 in the state Class S finals, 10.2 and 22.4 respectively, and going undefeated in the 100 all year and only nipping at the tape on the 220 in the trials . . .

And Mary Jean Maska of Mississippi, one month prior to her departure for Washington, D. C., and the Xth Games, successfully defended her state Class B-BB high school long jump champion-

ship of a year ago with a leap of 17 feet. This is a new national record for women deaf tracksters.

The honors for 1965 . . .

BASKETBALL PLAYER OF THE YEAR—Jerry Studer of St. Rita.

BASKETBALL COACH OF THE YEAR—Pat Sweeney of St. Rita.

TRACKSTER OF THE YEAR—Lonnie Winston of N. C. Negro.

TRACK COACH OF THE YEAR—Robert Devereaux of Washington.

AAAD Sanctioned Softball Results of 1965

(Championship Games Only)

EASTERN—Pelicans 10, Washington's DCCD 9

CENTRAL—Detroit's MCCD 24, Chicago Crusaders 15.

MIDWEST—Denver 5, St. Louis 4

FARWEST—Gold & Green 6, Los Angeles 2

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NATIONAL ASSOCIATION OF THE DEAF

The San Francisco Convention

Sheraton-Palace Hotel, July 10-17, 1966

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Results of 23rd Mythical National Deaf Prep Trackfest

100-Yard Dash

Lonnie Winston (N.C. Negro), 9.8; Sylvester Rawls (N.C. Negro), 9.9; Charles Coward (Miss. Negro), 9.9; Lonnie Dennis (Fla. Negro), 10.0; Dick Olsen (Ore.), 10.0; Jerry Moore (Riv.), 10.2; Frank Crouch (Mo.), 10.2; Dan Folsom (Ariz.), 10.2.

220-Yard Dash

Lonnie Winston (N.C. Negro), 21.4; Charles Coward (Miss. Negro), 22.4; Frank Crouch (Mo.), 22.4; Lonnie Dennis (Fla. Negro), 22.5; Dan Folsom (Ariz.), 22.7; Ken Pedersen (Berk.), 22.7.

440-Yard Dash

Eddie Stehr (Wash.), 50.8; Ken Pedersen (Berk.), 52.0; Larry Metcalf (Tex.), 52.1; Allen Deniston (Wash.), 52.1; Ralph Loveridge (La.), 52.2; Aaron May (Ore.), 52.4.

880-Yard Run

Ken Pedersen (Berk.), 2:02.3; Bill Armstrong (Wash.), 2:02.9; Sammy King (Fla. Negro), 2:03.1; Ralph Loveridge (La.), 2:03.9; Allen Deniston (Wash.), 2:04.0; Douglas Kasper (La.), 2:05.4; Eddie Stehr (Wash.), 2:05.4.

Mile Run

Michael Mahoney (Riv.), 4:32.2; Sammy King (Fla. Negro), 4:40.0; Douglas Kasper (La.), 4:41.2; Ralph Gibbins (Kan.), 4:46.5; Douglas Jacobsen (Wash.), 4:49.6; Bob Olsen (Ore.), 4:53.0.

120-Yard High Hurdles

Edward Braddock (Ga.), 15.8; Lance Arave (Idaho), 15.9; Ron Level (Wash.), 16.2; Danny Crandall (Wash.), 16.4; Steve Strange (Riv.), 16.4; Thomas Wilkerson (Ga. Negro), 16.5.

180-Yard Low Hurdles

Dick Olsen (Ore.), 20.5; Sam Ballinger (Ohio), 20.5; Dan Folsom (Ariz.), 20.7; Larry Melton (N.C.), 20.8; Mike Hummel (Ill.), 20.9; Edward Braddock (Ga.), 21.1.

High Jump

James Scott (N.C. Negro), 6-2; Dan Chittenden (Berk.), 6-0; Robert Shipley (Ind.), 5-8; Leslie Mullens (Ohio), 5-8; Roger Moss (N.C.), 5-8; Tom Parker (Riv.), 5-8.

Long Jump

Reece Cain (N.C. Negro), 21-11½; Robert Shipley (Ind.), 21-7½; Keith Gamache (Riv.), 21-6; Charles Mix (Ind.), 21-4½; Ken Pedersen (Berk.), 21-4; Frank Crouch (Mo.), 21-3½.

Pole Vault

Steve Strange (Riv.), 11-6; Richard Gee (Okla.), 11-3; Larry Kingery (Iowa), 11-2; Rodney Danco (Western Pa.), 11-0; Tom Parker (Riv.), 11-0; Harold Burke (West Va.), 11-0.

12-lb. Shot Put

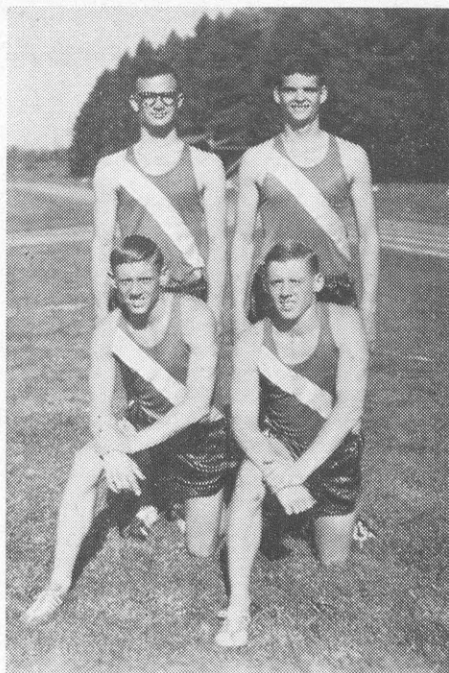
Jerry Moore (Riv.), 48-3¼; Roger Moss (N.C.), 47-8; Robert White (Ohio), 46-4¾; Gary Cain (Okla.), 45-9; Tim Schriver (Ind.), 45-2½; Phillip Boza (Mich.), 44-6.

High School Discus

Barry Santens (Mo.), 142-0; Joe Luedtke (Wis.), 140-3; Robert White (Ohio), 139-6; Dan Burks (Oregon), 134-0; Duane Revander (Berk.), 129-11; Roger Moss (N.C.), 127-6.

880-Yard Relay

Louisiana, 1:32.9; Washington, 1:33.8; Oregon, 1:34.6; Berkeley, 1:34.6; Florida Negro, 1:35.4; North Carolina, 1:36.0.



Rance Henderson, the successful first year track and field coach of the highly successful track and field team at Oregon School for the Deaf, submitted this photo of the OSD Panther 880-yard relay squad. This foursome won the state title to cap an unbeaten 880 relay season, which included wins in six league meets, the Willamette Relays and Hayward Relays, and also the District and the dual meet with Washington School for the Deaf. The team pictured here is, kneeling, the Olson twins from Portland, Bob (right) and Dick, and standing, Gene Maugh (right) of Eugene and Aaron May of Salem.

Expert Deaf Ski Jumper Retired



OUTSTANDING DEAF SKI JUMPER—Herbert Holbrook, now living at Westboro, Mass., has retired from competitive ski jumping after several seasons in Class A and Veteran's Class competition. He made a remarkable comeback after a 1960 mishap in which he suffered a shoulder injury.

The January 1964 issue of the **Silent Worker** carried a story on the exploits of Herbert Holbrook, an outstanding amateur ski jumper then living in Brattleboro, Vt., a graduate of the Austine School for the Deaf. As stated in the story, he suffered a fractured and dislocated shoulder

in a 1960 jump which curtailed his subsequent activities.

Holbrook began a comeback in the winter of 1963, still in Class A ski jumping competition. His achievements that season:

Jan. 13—won the Hanover (N. H.) Invitational Jump.

Jan. 19—fourth place, Harold E. Doerr Memorial Tournament, Bear Mountain, N. Y.

Jan. 20—fourth place, Norway Ski Club Tournament, Bear Mountain.

For the 1964 season, Holbrook switched to the Veteran's Class with the following results:

Jan. 4—first place, Torger Tokle Memorial Ski Jumping Tournament, Bear Mountain.

Jan. 5—first place, Franklin D. Roosevelt Memorial Tournament, Bear Mountain.

Jan. 11—second place, Bjarne Langslet Memorial Tournament, Bear Mountain.

Jan. 26—fourth place, N. Y. State Championship, Bear Mountain.

Feb. 2—first place, Lebanon (N. H.) Ski Jump Meet.

Feb. 9—second place, Edelweiss Ski Club Invitational Jump, Greenfield, Mass.

Feb. 23—third place, Open Invitation Ski Jump, Brattleboro.

Feb. 29—first honors, Nansen Special Jump, Berlin, N. H.

March 1—won the North American Ski Jump Championship, Berlin.

His record in the Veteran's Class during the 1965 season:

Jan. 3—second place, 20th Annual Torger Tokle Memorial Ski Jumping Tournament, Bear Mountain.

Jan. 23—third place, Franklin D. Roosevelt Memorial Ski Jumping Tournament, Bear Mountain.

Feb. 7—fourth place, U.S.E.A.S.A. Championship, Salisbury, Conn.

Feb. 21—fourth place, Fred Harris Memorial Jump Tournament, Brattleboro.

Feb. 28—ninth place, National Championship Jumps.

According to Mrs. Holbrook, Herbert has retired from ski jumping and is not entering 1966 competition.

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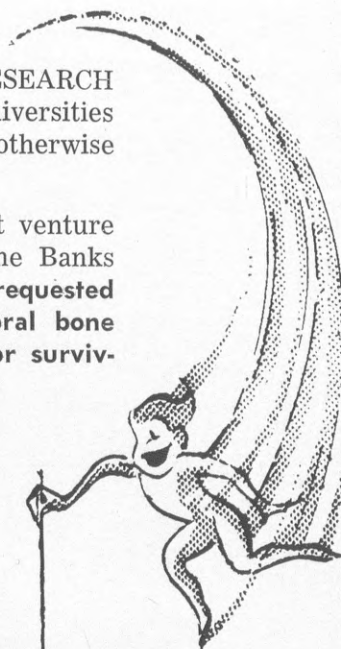


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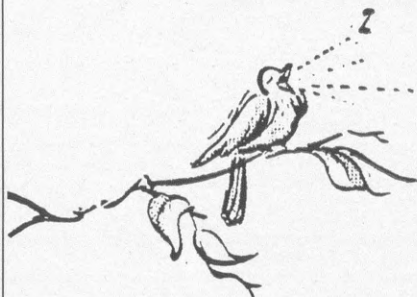
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NATIONAL ASSOCIATION of the DEAF

Robert G. Sanderson, President



N.
A.
D.

President's Message

Deaf people—especially those with long records of community service—usually develop a fine, practical and working knowledge of the psychology of their fellow deaf men and women. The leaders get to know what deaf people like and do not like and how they will react to given situations. There is born in the leader that knowledge of those he leads that enables him to identify with literally hundreds of people. He gets to know the grass roots deaf people from having been to school with them, from having been to college with them . . . from attending conventions, parties, church and any number of social affairs. He knows their wives, and many of their children; he knows where they work, what they do, and who the smart and not-so-smart ones are. What he does not know he soon hears about, because the deaf community is a network of twinkling fingers, ever exchanging information.

When to all of this is added an advanced education of the type that produces an understanding of the sociological influences at work on the total community, and how the deaf fit or do not fit in, the deaf leader becomes an extremely valuable resource person. If we are to go a step further in this train of thought, we might say that when such a leader also possesses an understanding of the nature of deafness itself and the handicap it imposes upon those who are deaf, then that man becomes a priceless reservoir of information.

There exist such deaf leaders. Those of you who are reading this column probably know some of them personally.

It gives me much food for thought when I consider what these men and women could contribute to the activities being carried on in behalf of the deaf. And it makes me sad when I see such resources going to waste.

Committees selected to advise top government agencies on policies that concern the education and training of deaf people have always been short on deaf advisors. Indeed, until recently there was only one deaf man in a consultant position throughout the entire U.S. Government. It was—and is—very unrealistic to expect that this one man could advise all agencies on every problem affecting the deaf.

There seems to be a singular reluctance on the part of people who are ultimately

responsible for the selection of advisory committees to give deaf people more than token representation. On a committee of 12, for example, one deaf person is selected. Again there is an unrealistic load placed on one person's shoulders—that of fairly representing the viewpoints of many people. It seems to me that there should be more than one deaf person on important advisory committees so that the committee as a whole will be able to benefit by the broader experiences and viewpoints thus represented.

I understand some of the problems facing those who must select committees; they are bound to catch hell no matter what they do. There are pressures from every side, and someone always has a favorite son. Politics is a way of life in Washington. Some might even claim that it is a miracle of sorts that committees do get selected. All of which does not detract from the fact that deaf people invariably come out on the short end when their own interests are at stake.

I sometimes hear that old argument: There are not enough deaf people who are qualified to serve. Boiled down to its essence, it means that those who select are sometimes guided by the degrees behind a person's name and not by what he really knows or by his related experience. A Ph.D. degree means only that its possessor succeeded in getting through a very tough academic program; it does not necessarily mean that the holder is qualified for anything outside his specialty. It is, of course, true that there are relatively few deaf people who hold doctorates; and if the powers that be are enamored by the glitter of degrees, then their choice will be so severely limited by the half-dozen or so in the United States that they will be justified in using the argument that they have no field to choose from—and happily skip to safer ground.

For two hundred plus years hearing people have been in charge of the education of the deaf. If the quality of the product is so poor that it cannot be used to help form the mold that will shape the generations of deaf people to come, then we can only lay the blame where it belongs.

* * *

To the many deaf people who have made concerned inquiries about the composition of the National Technical Institute for the Deaf Advisory Committee, I offer this comment: Each of the persons was selected for reasons which appeared sufficient and justifiable. We have no quarrel with the quality of the individuals; we do not even know some of them, so it may be that they are highly qualified.

We were genuinely surprised though that some of the real leaders in the movement to get the NTID off the ground were passed over in the selection of the Advisory Committee. And, as we have said

very plainly in the preceding paragraphs, we are very unhappy that only one deaf person was selected to serve on the board.

I have tried to show that deaf people have much to offer, much to contribute that is helpful. The only way I can make people aware of my disappointment is to speak out.

These are my feelings, and, from the sound and tone of my mail, other deaf people are reacting similarly.

* * *

To Ben Friedwald, my thanks for sending me the following clipping: (Source otherwise unknown) "Afraid of loading children with too much learning, the fourth grade teacher in the United States uses a primer with 1800 words. A Russian child has a primer of 2000 words in the first grade and of 10,000 words in the fourth. He is, moreover, reading Tolstoi in the first grade while his opposite number in the United States is working his way through a book entitled *The Funny Sled*. This charge is made in an article in *Horizon* of July 1963."

By contrast the deaf child in the first grade here in the United States is struggling to master a flashcard vocabulary (lipread and speak) of perhaps a hundred words. Some years will pass before the words will be strung into sentences. Of course, the contrast may be oversimplified; yet, any way it is examined it is still a shocker.

Convention Agreement

This agreement is entered into between the National Association of the Deaf and the California Association of the Deaf.

1. The California Association agrees to be the sponsoring agency for the Convention of the National Association of the Deaf, to be held in San Francisco, California, July 10-16, 1966, inclusive.

2. In return for a consideration to be agreed upon, the California Association is to appoint and to supervise the activities of a local convention committee, and to exercise due care to see that this committee functions in such a manner as to assure a successful and profitable convention.

3. Inasmuch as the financial arrangements for the convention are under the control and supervision of the California Association, the California Association agrees to assume full responsibility for the financial success of the convention, and any deficit, if such should arise. The California Association agrees to see that the Local Convention Committee exercise due diligence in preparation and properly account for all funds collected prior to and during the convention.

4. It is agreed that membership dues and fees are the sole responsibility of the National Association, and any such dues or fees collected by members of the Local Convention Committee are to be promptly turned over to the Treasurer of the National Association.

5. No person is to be permitted to register for the convention who is not a dues paying member, either of the National Association of the Deaf or of a Cooperating Member Association of the National Association of the Deaf; provisions shall be made, however, for persons to join the National Association at the convention.

6. One Dollar (\$1.00) from each registration fee shall be turned over in its entirety to the Treasurer of the National Association on the last day of the convention, and any registration fee in excess of \$1.00 is not to be considered as an expense of the Local Convention Committee in figuring any profit or deficit from the convention.

7. Within 60 days after the close of the

convention, the Treasurer of the Convention Committee shall submit to the Treasurer of the National Association a detailed, itemized report of all receipts and disbursements of the Convention Committee from the date of its inception, together with a check in full for any excess of receipts over disbursements.

8. The California Association shall be reimbursed for its services in an amount to be agreed on between the National Association and the California Association.

9. The Convention Committee shall make all arrangements for the entertainment and comfort of the registrants at the convention.

10. The Convention Committee shall see that suitable space is provided for all business and social functions of the convention. Major social functions must not conflict with business sessions of the convention, which are to be scheduled for the mornings and afternoons of July 11, 12, 14 and 15, 1966.

11. No admissions to any of the social affairs of the convention shall be sold to any person who has not registered for the convention and paid the registration fee, and members of the Convention Committee and of the N.A.D. Executive Board will be required to register and pay the required fee. Complimentary tickets to social affairs of the Convention may be given at the discretion of the Convention Committee and it is customary to provide such tickets for officers of the National Association and their spouses, but receipt of such complimentary tickets does not excuse payment of the prescribed registration fee.

12. Exhibits and the sale of exhibit space shall be under the direct control of the National Association of the Deaf. All arrangements for exhibit space shall be made through the N.A.D. The Local Committee shall provide the necessary manpower and arrangements in connection with this paragraph and for services so rendered the C.A.D. shall be compensated for at a rate to be agreed upon by the N.A.D. and the committee. Provided further that receipts from any exhibits secured by the local committee shall accrue to the general convention fund. The Convention Chairman shall have the authority to control exhibit action time temporarily at intermittent times as to avoid conflict with meetings; with the understanding that the N.A.D. inform exhibitors of this rule in advance.

13. Traveling expenses of the President and the Secretary-Treasurer of the National Association, consisting of jet coach round trip fare between San Francisco and their homes, shall be paid from the Convention Committee fund.

14. Suitable accommodations, the minimum of which shall be a sitting room suite, at the Convention Hotel shall be provided for the above-named officers, to be available no later than Friday, July 8, and through Sunday, July 17. Complimentary rooms, if available, shall be assigned to the Chairmen of the N.A.D. Committees according to N.A.D. priority. It is understood that the first two suites will go to the N.A.D. President and Secretary-Treasurer, the next two to the local committee, then additional complimentary rooms provided by the hotel shall be assigned by agreement between the Chairman of the Local Convention Committee and the Chairman Ex-officio, on a 50-50 basis.

15. The sponsor agrees to furnish the needed personnel to man the National Association of the Deaf's registration desk, OR, in the event this cannot be done, the sponsor will notify the N.A.D. not less than 90 days prior to the convention and further agrees to furnish hotel accommodations for such personnel to the extent of one double room.

16. The Convention Committee, appointed by the General Chairman with the approval of the California Association, shall organize and appoint its own officers, subject to the approval of the California Association, and shall have complete responsibility for all arrangements for the convention, except that such actions shall be reported to both the California Association and the National Association. The President of the National Association, or his appointed representative, shall serve as ex-officio Chairman of the Convention Committee, and in any controversy or dispute, his decision shall be final but subject to appeal to the Board of Directors of the National Association. Any eventualities not specifically covered by this tentative agreement are subject to negotiation between the General Chairman of the Convention Committee and the ex-officio Chairman.

17. A recording secretary shall be chosen by the Convention Committee, and minutes of each meeting of the Committee faithfully recorded. Copies of these minutes shall be

THE NATIONAL ASSOCIATION OF THE DEAF

Balance Sheet
October 31, 1965

Current Assets

Cash in National Bank of Washington	\$ (2,213.13)
Cash in Continental Illinois Bank and Trust Co.	547.36
Office Petty Cash Fund	62.00
Undeposited Receipts	1,204.00
Total Cash	\$ (399.77)
Accounts receivable	11,579.32
Investments (at cost)	22,802.34
Total Current Assets	\$ 33,981.89

Fixed Assets

Office furniture and equipment	4,595.80
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Total Assets	\$ 38,577.69
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Liabilities

Accounts Payable—The Deaf American	\$ 1,028.56
Accounts Payable—Junior NAD	148.00
Accounts Payable—Others	4,115.98
Taxes Payable	149.20
Total Liabilities	\$ 5,441.74

Capital

Capital Surplus	\$ 26,088.86
Operating Surplus, 4/30/65	\$5,967.63
Add: Operating Gain, 10/31/65	1,079.46
Operating Surplus, 10/31/65	7,047.09
Total Surplus	33,135.95
Total Liabilities and Capital	\$ 38,577.69

THE NATIONAL ASSOCIATION OF THE DEAF

Statement of Income and Expenditures
April 30, 1965 - October 31, 1965

Income

Contributions	\$ 1,526.00
Special Fund Contributions	524.28
Affiliation Fees	10.00
Advancing Membership	1,953.50
State Quota Contributions	3,126.00
Investment Income	935.78
Convention Receipts	2.10
Publications	19.00
Services Rendered	87.00
Captioned Films for the Deaf	797.00
Indirect Cost Allowance from Grants	1,605.92
Other Income	200.00
Total Income	\$10,786.58

Expenses

Officers' Salaries	\$ 1,800.00
Office Salaries	309.27
Payroll Taxes	89.64
Rent	1,192.21
Travel	563.75
The Deaf American Subscriptions	500.00
Printing	397.88
Office Supplies and Equipment	2,534.35
Communications	324.06
Advertisements	71.60
Bank Service Charge	61.40
Insurance	32.75
Dues and Subscriptions	125.00
Junior NAD Expenses	50.00
Captioned Films for the Deaf	965.44
Other Expenses	689.77
Total Expenses	\$ 9,707.12

Operating Gain as of October 31, 1965	\$ 1,079.46
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sent promptly after each meeting to the President and the Secretary-Treasurer of the National Association and to the Secretary of the California Association.

18. This agreement and the financial report of the Convention Committee shall be published in full in the official organ of the National Association; the agreement prior to the convention and the financial report upon its acceptance or as soon thereafter as may be practicable.

19. The Committee may issue, with the knowledge and consent of the N.A.D. President and/or Secretary-Treasurer, a limited number of special guest passes for hearing persons; provided that if such hearing persons are excused from payment of registration fees they must still pay for social functions that they elect to attend.

The National Association of the Deaf
s/ Robert G. Sanderson, President
s/ Frederick C. Schreiber, Secy.-Treas.

The California Association of the Deaf
s/ Julian S. Singleton, General Chairman
s/ Harold Ramger, President, C.A.D.

Deaf Counselors Needed

An announcement from the California State Personnel Board states that Deaf Counselors are needed in the schools for the deaf located at Riverside and Berkeley. Candidates must be totally deaf. Apparently, single persons are preferred, because the counselor may be required to live at the schools and no quarters are available for married couples. Deadline for filing applications is Feb. 4, 1966.

Salary range is from \$463 to \$562 a month. School year is from September until June.

For specific information, write to:
California State Personnel Board
801 Capitol Mall
Sacramento, California 95814

THE ORDER OF THE GEORGES

Advancing Members who maintain their membership in the National Association of the Deaf for three consecutive years or longer are listed in the honor group called the Order of the Georges.

Advancing Members pay \$10.00 per year or \$1.00 per month and receive THE DEAF AMERICAN as a part of their membership. Combination husband-wife dues are \$15.00 per year or \$1.50 per month and also include one subscription to THE DEAF AMERICAN.

Sustaining Members are Advancing Members whose payments have totaled \$250.00.

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The latest listing of the Order of the Georges, compiled as of January 15, 1966:

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NAD Receives Workshop Grant

The National Association of the Deaf has received a demonstration and training grant from the Vocational Rehabilitation Administration in the amount of \$30,000 for the purpose of conducting a Workshop to Activate Interpreting Services for the Deaf.

The workshop will be held in San Francisco, Calif., during July of this year. The scope and format of the workshop will be planned at a meeting in Washington, D. C., in January. Participants in the planning meeting will be VRA personnel; Kenneth Huff, president, Registry

of Interpreters for the Deaf; Elizabeth Benson, vice president, RID; Robert Panara, Gallaudet College; Dr. William D. Phillips, DePaul University; Dr. Ray L. Jones, San Fernando Valley State College; John Darby, San Francisco Hearing Society; Leo Jacobs, California School for the Deaf, Berkeley, Calif.; David Anthony, Lapeer State Home and Training School; and Robert G. Sanderson, president, National Association of the Deaf.

The grant represents another expression of the continuing interest of the VRA in the problems of the deaf.

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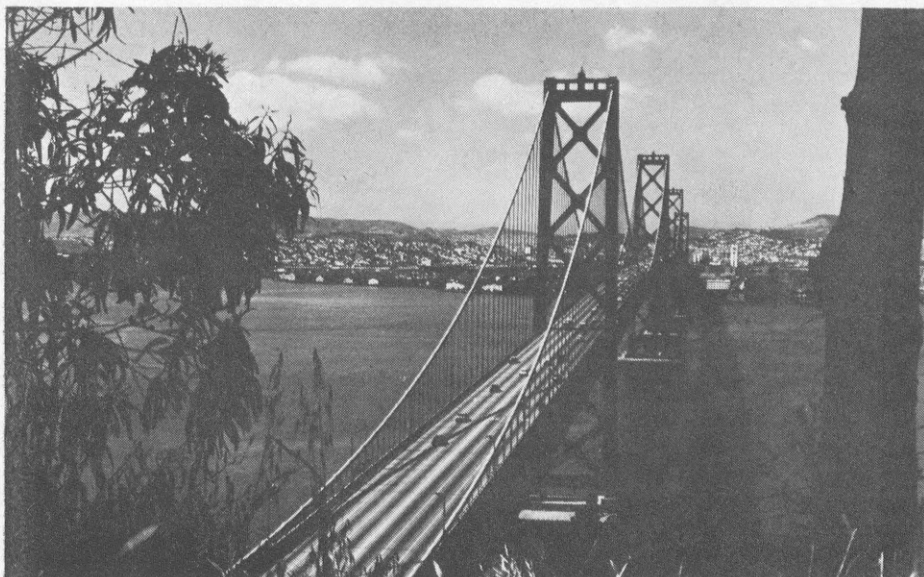
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THE DEAF AMERICAN

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San Francisco Bay Bridge—a picture taken from Treasure Island. Downtown San Francisco can be glimpsed in the distance. The National Association of the Deaf will be holding its biennial convention in San Francisco, July 10-16, 1966.

En Route to Everywhere—A crossroads to everywhere, San Francisco is served by 88 steamship lines, 18 air carriers, four railroads and two transcontinental bus lines. It is less than five jet hours from either the Eastern seaboard or Hawaii and within easy range of such popular vacation spots as the High Sierra with resorts like Lake Tahoe and Yosemite, the Carmel Coast, the redwood country, Reno and Las Vegas. Accommodations are plentiful, there being approximately 25,000 visitor bedrooms in the metropolitan area. No convention has ever filled San Francisco, and it regularly houses some of the country's biggest with attendances in the 20,000 to 40,000 category.

Scenic Drive—An excellent introduction to San Francisco's charms is the scenic 49-Mile Drive. It's well marked. Follow the blue, white and orange sign of the seagull by car or sightseeing bus, then return to the spots which intrigue you. The Ferry Building—once a teeming, trans-bay commute terminal, now the port's World Trade Center—is a good starting place. The route leads up Market Street to Civic Center where the fountain-dappled plaza is surrounded by public buildings, including domed City Hall, the Civic Auditorium and the elegant Opera House. Beneath the plaza is Brooks Hall, a gigantic exhibition arena linked underground to the Auditorium. After a few blocks of the city's automobile row, you double back into the downtown area, pass the theater district and well-groomed Union Square and plunge into the Far East. Chinatown's main stream, Grant Avenue, is lined with up-curved roofs, dragon-entwined lampposts, shops crammed with Oriental merchandise and restaurants serving exotic dishes. It leads straight to North Beach, the city's predominantly Italian "Latin Quarter," dotted with delicatessens, pizzerias, ristoranti and cabarets where operatic arias are served with the cappuccinos. Upper Grant Avenue is easily recognizable as the local Bohemia by its quaint art galleries, handicraft

shops, coffee houses, off-beat bistros and general atmosphere of non-conformity. The top of The Hill (you're ascending Telegraph) where the white shaft of Colt Tower rises above the trees is a famous observation area commanding a fabulous four-way view.

Spanish Influences—The 49-Mile Drive skirts the festive hubbub of Fisherman's Wharf (best approach: by cable car from the business district) and brushes the bay at Aquatic Park. From there the seagull markers point the way to the Marina, a Spanish-style residential stretch overlooking a public green and private yacht harbor. Before you enter the wooded precincts of the Presidio, an active military post since 1776, you'll catch sight of the terra cotta rotunda of the Palace of Fine Arts, a cherished souvenir of the 1915 Panama-Pacific International Exposition. The route passes the southern approach to the Golden Gate Bridge. The henna-colored towers of this engineering marvel flash through the foliage on the winding Presidio Drive. (For closer inspection, park at the Bridge Toll Plaza or Vista Points on the Marin side of the span.)

Beach and Parkland—Eventually, via

northwestern cliffs and beaches, you reach the Cliff House. Offshore are Seal Rocks, a landmark nearly everyone knows. Below, the Great Highway sweeps along the oceanfront for three miles to Lake Merced. From there you double back via the Zoo through the vast, wooded reaches of Golden Gate Park sheltering such visitor "musts" as the Japanese Tea Garden, Steinhart Aquarium, Morrison Planetarium and de Young Museum. Up over Twin Peaks, then, for a panoramic view of the city and bay, dipping down to Mission Dolores, founded by the Franciscan fathers in 1776—and you've looped the city in fine style.

Diversions Unlimited—San Francisco's compactness is an advantage to sightseers; much of it can be seen conveniently on foot. It's a mistake, however, to try to telescope everything into a quick visit. There's too much to see and do. The 49-Mile Drive is a good preface, but there's much more to the San Francisco story. Nob Hill, for example, is not to be overlooked; the hill's two highest hotels have rooftop skyrooms where the cocktails come with an intoxicating view. And, of course, the cable cars which will take you there are right out of Funland. Both the Golden Gate and Bay Bridges should be crossed and the attractions on the opposite shores explored—not the least of which are Marin County's Mediterranean-like boating communities with their many open deck restaurants. . . . You can't begin to sample San Francisco's nightlife in less than a week. It runs the gamut from sophisticated supper clubs and cabaret-theatres where some of the nation's top entertainers have been launched to celebrated jazz cellars and highly original nighteries where showgirls adorn giant swings or customers catapult down a slide . . . There are more than a dozen art museums and galleries in the city. As the acknowledged cultural capital of Northern California, it is also devoted to the performing arts. In addition to a glittering opera season, San Francisco has its own symphony orchestra and ballet; legitimate playhouses presenting the best of Broadway and London; an annual International Film Festival; innumerable movie theaters, many specializing in foreign and art films, and a flock of professional-caliber repertoire theater groups.

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Please write in your favorites on television.

Actor Actress

Program 1) 2)

Whose lips are easiest for you to read?

Actor Actress

Copy this on a postal card or clip and mail to:
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Do you watch the news programs? Yes..... No..... Some.....

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